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ABSTRACT

This practicum was designed to help migrant and non-migrant children in grades two and four cope with stress. The identified children were those who were unable to concentrate or seemed confused, anxious, defensive or easily angered. The goals were to have the children exhibit a decreased reliance on anger, an increased sense of self-worth, and an increased awareness of their ability to cope with stress. A needs assessment survey was administered to professionals to determine the necessity for stress reduction groups. An interview with the school psychologist was also conducted for this purpose. The classroom teacher selected those children she/he felt were appropriate for such a group. The students met in small groups with the counselor once a week throughout the school year using stress reduction activities. The results of the practicum were encouraging. The pre- and post-scales administered to the children showed positive growth on both grade levels. The classroom teachers observed better classroom adjustment in the counseled children. Results indicated that a program designed to help children cope with stress can have an effect on children's perception of themselves and on the classroom teacher's perception of the children. (Author/ABL)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

Developing Coping Skills to Deal with Stress in Second and Fourth Grade Children through Small Group Counseling

by

Dorothy J. Thomas

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NOVA UNIVERSITY

Developing Coping Skills to Deal with Stress in Second and Fourth Grade Children through Small Group Counseling

by

Dorothy J. Thomas

Cluster XXV

A Practicum II Report to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum was submitted by Dorothy J. Thomas under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at NOVA UNIVERSITY.

December 7, 1989
Date of Final Approval of Report

Approved: Polly Peterson, PhD.
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ABSTRACT

Developing Coping Skills to Deal with Stress in Second and Fourth Grade Children through Small Group Counseling. Thomas, Dorothy, J., 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Elementary Education / Intermediate Grades / Primary Grades / Grade 4 / Grade 2 / Counseling / Small Group Activities / Stress / Divorce / Failure / Mobile
Child / Mental Health

This practicum was designed to help migrant and non-migrant children in grades two and four cope with stress. The identified children were those who were unable to concentrate or seemed confused, anxious, defensive or easily angered. The goals were to have the children exhibit a decreased reliance on anger, an increased sense of self-worth, and an increased awareness of their ability to cope with stress.

The writer administered a needs assessment survey to professionals to determine the necessity for stress reduction groups. An interview with the school psychologist was also conducted for this purpose. The activities designed for the groups were previewed by professionals. The classroom teacher selected those children she/he felt were appropriate for such a group. The writer designed and used a series of activities with the second and fourth grade students who were selected. The students met in small groups with the counselor once a week throughout the school year using the stress reduction activities.

The results of the practicum were encouraging. The pre and post scales administered to the children showed positive growth on both grade levels. The classroom teachers observed better classroom adjustment in the counseled children. Results indicated that a program designed to help children cope with stress can have an influence on the children's perception of themselves and on the classroom teacher's perception of the children.

CHAPTER I

INTRODUCTION

Description of the Community

The practicum took place in an 11 year old elementary school. The increasing growth in the elementary and the decreasing growth in the junior high have changed the structure of both settings. The elementary school consists of grade levels from the kindergarten to the fifth grade. Although the school was constructed within a predominately retirement village, the area has seen much growth.

The increase in child growth in the area can also be attested to by the expansion in housing developments containing single-family condominiums, retirement villages, trailer parks and low-cost subsidized units. With the increase in housing has come a boom in shopping malls, movie theatres, health clinics and churches.

Most residents of the condominium housing own their own units. Although there are many retired people in the area, there are also many families with young children who call these condominiums "home."

Neighboring housing developments have been build since the elementary school opened. The two older and larger developments are government sponsored. The third development contains private homes and small condominiums within the middle range (advertised from $59,000.00 and up).

The school structure is almost windowless with circulation being supplied by a central air conditioning unit. Classrooms are designed in a pod structure. If a visitor wishes to enter a class from a public area such as the library or a corridor, it may be necessary to walk through three other classrooms to reach the designated area. There were no walls to divide the classes within the pod when the school was constructed. After the first year, walls were erected in order to separate the classrooms.

Students arrive daily by foot, by bike, by private car and by school bus. Buses transport children if they are students in any of the three self-contained units for emotionally handicapped children. Buses are also provided for children who live at a migrant labor camp.

The Writer's Work Setting

Although this school serves a migrant labor camp, the families tend to remain throughout most of the school year. The average student population runs about 950 with a low of 850 and a high of 1,000. The Hispanic migrant child comprises about 35% of the 60% total Hispanic children at the school; the Black migrant child comprises about 3% of the total 10% Black children; the non-Hispanic White child is represented by 30% of the children.

The school provides both a breakfast and a hot lunch program daily. Government guidelines allow 10% of the children to purchase meals at a reduced rate and another 40% to take advantage of free breakfast and free lunch.

This school has many different programs to attempt to foster academic learning for each of the varied students within the school. English as a second language is taught to strengthen skills in the language arts area for children whose first language is not English, while basic computation concepts is the math component of this program. Spanish is also offered to children who wish to take another language. The low stanines of a child in Grades 1-4 may insure education in a Chapter I class where there will be a maximum of 16 children. In Grade 5, low stanines may identify a child as a compensatory education student where help will be provided by an aide in addition to the classroom teacher.

Special education classes are offered to students who qualify for one of the three emotionally handicapped units or for one of the resource units which consist of varying exceptionalities and learning disabilities.

Art and physical education have been expanded to supplement the emotionally handicapped student with adaptive physical education and art therapy. The emotional handicapped students also have their own guidance counselor on a part-time basis, while the writer works as a counselor with the remainder of the children on a full-time basis.

Some parents, adult friends and retired neighbors assist the school on a volunteer basis. They may help the media specialist, work in the classroom with papers or tutoring children, or become a listener to children for those who need to talk.

The Writer's Role

The writer's role is that of guidance counselor for all children within the school except those in the emotionally handicapped units. The majority of counseling is done on an individual or small group basis with some whole-class presentations. The children who are in small group counseling may be referred in some of the following ways: (a) by the administration of the school for such things as absenteeism or poor discipline, (b) by the emphasis dictated to counselors through the area office such as children who have been retained or otherwise identified as a drop-out possibility, (c) by staffing which includes counseling on a child's individual educational plan, (d) by classroom or resource teacher, (e) by parents, (f) by the counselor who views divorce counseling as a need in the intermediate grades, or (g) through counselor observation of other child needs.

An additional role of the counselor is to assist with the priority needs within the school centering around the Child Study Team and the Staffing. When a teacher suspects that a child might have a learning problem such as that experienced by a child with learning disabilities or a child who might be mentally retarded, the teacher contacts the writer who then observes the child in class, reviews the cumulative record, and confers with the teacher. If the child does seem to be having a learning problem, the writer sends written communication for a Child Study Team meeting. The members of this meeting consist of the child's teacher, the child's parents, the school psychologist and the counselor. It is the responsibility of the Team members to make a decision based on information gathered to either explore another avenue within the school which might enhance the child's learning or to go forth with a psychological evaluation. If the child is evaluated, the results are shared at a meeting called a Staffing. The same people who met at the Child Study Team are invited along with a placement specialist who has the final responsibility of placing or not placing a child within a special education class.

Another aspect of the role of the counselor is to act as a resource for teachers in the affective domain. Parents are reached by the counselor through parent conferences and a parent study group.

The kindergarten child who is new to the school and the fifth grade child who will be leaving for another school receive articulation counseling.

The counselor also works with resource personnel at the school such as the psychologist, the school nurse, the visiting teacher and the speech teacher. Whether it is conferring with the school psychologist, discussing a child with the school nurse, making a home visit with the visiting teacher or conferring with the speech teacher about a child, the counselor's role is entwined with other school resource personnel.

The writer works in a variety of ways with the children, the administration, the parents, the teachers and the resource personnel in an elementary school setting.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The writer worked with many children who are referred for counseling due to excessive absences, discipline problems, peer problems and poor work habits. When working with these children, the writer found they often have feelings of anxiety, confusion, failure and entrapment. These deeper feelings are all indicators of crisis or extreme stress. Teachers and administrators found that many children who had been referred to the administrators because of discipline problems were anxious children.

Parents and teachers ask the counselor to work with children for a variety of reasons. Parents and teachers often refer children who seem to be easily distracted from their task. Many children are referred because they are easily angered or because they cannot seem to see the other person's point of view. A child could also be referred because he/she does not seem to be successful. The uncooperative student is frequently referred. In fact, a child who is feeling stress is often identified by a parent or teacher as easily distracted, easily angered, unable to see another person's point of view, not able to achieve success and/or uncooperative.

The administration may ask the counselor to work with children who are receiving failing grades or who cannot see the point of view of another person. These two indicators of concern to an administrator also are indicators of stress in a child.

The writer has seen many children in counseling due to referrals of parents, school administrators or classroom teacher request. The list of presenting problems may vary, however, the common denominator often indicates a child in stress. If children could learn to cope with stress, they would feel more positive, less easily angered and more able to see the resources in others and in themselves.

In summary, the problem was that stress in many children tended to interfere with their personal growth and their academic achievement.

Problem Documentation

A number of educators were asked by the writer to complete a questionnaire. This questionnaire was designed to elicit a professional view from adults who worked with the children in the writer's work location.

Educators who answered this questionnaire consisted of one principal, one Chapter I facilitator, one learning disabilities teacher, one media specialist, one speech-language pathologist and five classroom teachers.

The professional view contained 10 traits pertinent to success in the classroom. Each of the 10 traits is directly linked to the definition of stress as found in the New Webster's Dictionary (1975). The word is defined as "a factor causing mental or emotional strain or tension; the physical or mental state resulting from such strain" (p. 1514). In each case, educators were able to link the behavior to children's stress. Students who were easily angered, unaware of the other person's point of view, and lacked success also showed signs of stress. The student who gets failing grades is seen as disconcerned, uncertain and uncooperative. Some signs of stress found are when the child seems disconcerned, uncertain and uncooperative. The traits and answers of educators responding to the professional view questionnaire are shown in Appendix A. All material found in the Appendix Section is writer designed.

The results of the professional view indicated a need for counseling groups of children who were experiencing symptoms of stress.

An analysis of the questionnaire in its entirety showed that although there was never complete agreement on any item, there was no item on which respondents were in complete disagreement.

An interview with the school psychologist (see Appendix B) also indicated the need for a program at the writer's school to reduce stress felt by children. The topics covered included stress in children who moved frequently, stress due to sibling difficulties, stress through a child's inability to make/or keep friends and stress caused by children's inability to handle anger. The school psychologist also saw stress in children who were concerned over family troubles, displayed a negative attitude, displayed a defensive attitude, have trouble with peer pressure and who display an uncooperative attitude.

Causes of the Problem

Causes of stress are as varied as the individual children who share one class environment. Stress in a child may come about from the experience of a death of a significant other or from family separation or divorce. The stress may have appeared due to troubles in a family such as the loss of a job or family violence. Children also experience stress due to accidents, illness, sibling difficulties, inattention, school failure, feelings of rejection and/or frequent moves.

The children in the writer's school experience many of these stress factors as part of their daily life. Many children have had to face a home move with some children moving more than once a year throughout their elementary years. Counseling sessions reveal that many of the children have experienced school failure while the majority of them have experienced a death in the family and/or a divorce or separation.

Webb, Van Devere, and Ott (1984) felt that the child's level of distress should be addressed in the elementary school--not just in the adolescent years. They found that elementary school children were able to give descriptions of their distress with the frequency as great as, if not more than, that of the adolescent child. Moreover, it is during the elementary years when the child is most vulnerable to stress. It is then when stress probably hurts the most. They link stress factors principally to the breakdown of the family as the child's primary socialization unit.

Reed (1984) describes stress as the extra demand which is made on our bodies. She feels that stress can be either positive or negative. Reed sees stress in children caused by a number of reasons some of which are: separating from their families, peer pressure, divorce, chronic illnesses and pressure to perform. She feels that today's children lack support due to mobile families, single-parent homes, and being left unattended. She feels that stress is such a major factor in the lives of elementary children that they can't concentrate on their schoolwork. She links serious illnesses such as cancer and heart disease in adults to stress and states that prevention should start with the children.

Toister (1988) feels that problems with peers, school and family relationships are the major factors of stress for children. He defines stress as "a combination of a person's physical, emotional and cognitive reactions to environmental demands." Parental loss, parental divorce and/or separation, family illness and school problems, states Toister, have been rated as significant stressors by children. Symptoms of stress may appear as physical problems such as headaches, eating problems, sadness, irritability or hostility.

The ten professionals at this writer's school responded to the professional view (see Appendix A) with high ratings given to stress as a factor in the lives of the children with whom they interact. The children with whom they work are easily distracted from their task. Children who get failing grades seem uncooperative, uncertain, anxious and unconcerned.

Many psychologists have stressed the influence of the adult role-model in the molding of the child. The child learns about him/herself through observation of significant adults. The caretaker is the first teacher of the child. Questions of: Who am I? Am I "good"? Am I important? How much am I worth? are never asked aloud by the child. These questions are formulated, however, as the child matures. They are "answered" by the adults who are important to him/her. These answers come in the form of adult praise, encouragement, smiles and positive time spent with the child. All of these are important foundations for a positive self-concept. The unfortunate child who is told by important adults in a number of ways that she/he is not good, is not important, and is not worthwhile develops a basis for poor self-concept. The child with a poor self-concept has few inner resources to cope with stress.

The migrant child often experiences many "cold pricklies" and "put downs" right from birth. Often the child is born to a teenage mother who has not completed high school, works as an unskilled laborer, has had no parent training skills and poor eating habits. The child's chances of birth defects are increased because of the mother's age, her pre-natal diet and her pre-natal care. If the child is fortunate enough to avoid birth defects, he/she may become an economic burden as well as an emotional "confusion" to a young mother. The child's unasked question of "How much am I worth?" is lost in the parents' consideration of "How can I provide?" Feedback from adults and comparisons of TV do not favor feelings of self-worth for the migrant child. Daily experiences for the migrant child are often filled with personal confusion and stress.

The major causes of stress in children do not seem as important to the experts as the revelation that elementary school children do hurt from stress. Stress is a very determinating factor in a child's future; thus, it becomes important to address stress in children.

Review of the Literature

Allan and Anderson (1986) see crisis as a severe variant of stress. They feel that a guidance approach is important in order to provide coping strategies and behaviors that would be helpful to elementary children in a time of crisis. They used the classroom in Grade 2, in Grade 5 and in Grade 8 for the guidance program designed to help students cope with stress. Classroom discussions were based on writing and drawing activities. Each class worked toward a composite definition of the word "crisis." The class then used the brainstorming process to fill the chalkboard with crisis events that affect children. From the brainstorming, each class came up with what they considered the three biggest crises that happened to children. The children felt that the topics of crises which needed to be included were: moving, illness, death, school, peer pressure, family issues and violence. The authors conclude that the counselor plays a key role in helping children during crises. In addition, they conclude that "teachers need to consult with counselors to increase their awareness of the kinds of crises children have, the effect crises have on learning, and positive coping strategies with which to help their students" (p. 149).

Often it is the classroom teacher who first identifies a child who may be suffering from stress. Byrnes (1985) also places an importance on the classroom teacher's knowledge of a child who is experiencing stress. Her focus is on the child who is a social isolate or "invisible child." She presents the family and school background of three different elementary age children who were social isolates within their class. Although the three children experience variations in background and ability, Byrnes points to the similar experiences of family upheaval, moving and grade retentions. She feels that although social isolation may be caused by different factors, these children tend to develop similar characteristics such as low self-esteem, discouragement, extreme shyness, and feelings of powerlessness. The social isolates were identified by a simple question which asked each child to list his/her friends in the class. The children were asked to list their first, their second and their third choice. There were additional lines for more choices if they wished to use them. She concludes that teachers should be aware of sociometric instruments to identify social isolates. They should examine their own behaviors in relation to these isolates. Teachers should be knowledgeable of common causes of crisis in children. Byrnes speaks of the possible negative attitudes resulting from grade retention. In concluding, Byrnes states that, "Interpersonal relations in the classroom cannot be ignored since they are closely intertwined with the teaching-learning process" (p. 97).

Latchkey children often feel stress. Garbarino (1980) stated that there were four kinds of risk associated with latchkey children; they will feel badly, they will act badly, they will develop badly and they will be treated badly. Latchkey children experience much stress in their lives.

When stress in childhood is discussed the one stress factor most often missing from the list is the one which was of interest to Weiser (1985). Weiser focused on the yearly report of "The Child vs. Social and domestic Tensions" presented at the 1985 World Council meeting of the World Organization of Early Childhood Education. This is a world organization created because people remembered the horrors of the second world war. The organization serves as a children's advocate for the goals stated in the United Nations Charter. World Council meetings convene annually to monitor ongoing activities and to offer directions for future endeavors. A major endeavor of organization is the education for peace project. The report stressed shaping the child's personality in the preschool years. In order to shape the child's personality in the spirit of peace it was suggested using the following directions, "education leading to personal autonomy and cooperation with others; education in pluralism and communication; the awakening of national identity; and international education" (p. 89). It was recommended that the manufacture of games and toys for young children should be devoid of military overtones, that teacher education programs should include courses about foreign countries and peoples and that there should be a center in each country to serve as a site for seminars and as a resource library of materials for peace education. Weiser's focus, although different from most other professionals who describe stress factors in children, does support the emphasis on necular fear which many children bring to counseling groups.

The importance of using imagery in dealing with stress has been noted by many. Carey (1986) feels that imagery is an important method of helping children deal with stress. Imagery is used after the child has been helped to relax. Relaxation was accomplished by having the child breathe deeply and slowly, letting his/her body go limp and thinking about a pleasant experience such as a favorite TV show. Carey states that, "imaging the desired behavior predisposes the actual behavior" (p. 152). After the child is relaxed, positive images can be painted for the child which allow the child to see him/herself being successful with a stress factor in his/her life. He states that children use imagery in their everyday play, thus guided imagery allows the child to channel his/her natural ability into a coping strategy for stress.

Imagery is sometimes more focused for the child. In this case, it may be called guided fantasy. Anderson (1980) also feels that guided fantasy is helpful to use for children who are experiencing stress. He advocates using group fantasy so each child will feel nonthreatened and able to respond in a relaxed manner. Relaxation exercises are developed so that the child is able to imagine her/himself as a lemon, as a favorite food and on through guided imagery. These activities help the student focus on their own center of balance and inner strength. A soft, even voice and/or music in the background frequently helps the child to relax. Teachers stated that after relaxation exercises, children seemed to be more alert and able to concentrate longer. Anderson feels that it helps to reduce fear and anxiety in students. In the relaxed state, new behaviors can be introduced and role-played. Anderson cautions counselors to screen students before they begin out-of fantasy activities. He states that children with serious emotional problems who do not tend to deal in reality can be harmed by fantasy exercises.

Constraints of time are realistic in the counseling day. Sorsdahl and Sanche (1985) have sought to overcome this by using a classroom guidance approach. They focused on improving the behaviors and self-concepts of fourth grade students through group counseling in the regular classroom. They state that, "The results of this study suggest that classroom meetings have potential not only as a treatment technique for children with behavior problems but also as a technique in the prevention of problem behavior" (p. 54). They viewed classroom guidance as a cost-efficient way of preventive counseling for large numbers of children by their regular classroom teachers. It was seen as a way to strengthen problem-solving skills, decision-making skills, interpersonal skills and responsibility acceptance. This would, of course, expand the children's ability to cope with factors of stress.

Experts in the area of stress on children often suggest the need to involve parents in helping their children. Leitch and Tangari (1988) feel that the first thing to involving parents is to realize that there are barriers to home-school collaboration. These barriers exist both in the school and in the home. They found that the biggest barrier was the lack of specific planning and even knowledge on the part of both the home and the school so that each could use the other in a more effective manner.

Rich (1988) states that there should be an effort to involve families in children's education beyond the school setting. She suggests that through the media, the home should be seen as a special learning place with the importance of both mother and father stressed. Teachers need to be trained to work with families as partners, states Rich. Families and senior citizens in the community need to be taught how they can help through the use of learning activities that can be used with children.

The problem of stress can also be addressed in a manner of prevention. Ohanian (1987) chose to use that approach in her elementary classroom. She introduced her students to the idea of inventing their own celebrations. She read poetry from a creative book until the children were actively keeping a notebook with the date and the celebration they wished to share. She felt that not only was she able to encourage the children's creativity but that she was able to help them sort out values and make decisions. Being able to creatively celebrate an event like a double rainbow is an alternative to not being able to create a solution for a stress factor.

Purkey, Schmidt, and McBrien (1982) see being an inviting school counselor as a primary ingredient to helping children resolve problems. They feel that being intentionally inviting is the highest level of professional helping. They view the counseling relationship as a two-way relationship in which each will benefit and grow. It is in a scope such as this true relationship that children will feel free enough to share experiences of stress. The counselor must truly be a worthy role-model for children.

An increase in stress is linked by many to low self-esteem. Weinhold and Hilferty (1983) feel that self-esteem is one of the most important aspects in each child's life. It is through the development of positive self-esteem that a child is able to solve daily problems with success. The child who has poor self-esteem also has poor coping skills. Stressors to a child with poor self-esteem are sometimes overwhelming, thus, to raise self-esteem in children is also to provide coping skills during times of stress.

Another who feels that stress is linked to a low self-concept is Oldfield (1986). Oldfield advocated the use of the relaxation response both to improve the self-concept of children and to help children curb their acting-out behaviors. His study proved that children who practiced the relaxation response improved their ability to control acting out behavior and improved their self-concepts. Often children who feel a negative stress have both poor self-concepts and difficulty in controlling their acting-out behaviors.

The structured interview is used by some both to pinpoint stress in children and to help children overcome stress. Webb, Van Devere, and Ott (1984) feel that an efficient mode for assessment and intervention of stress is the structured interview. The structured interview, they feel, goes beyond an assessment tool. It can become a basis for sharing with the child and possibly in a situation requiring child advocacy.

Adults can help children cope with stress by validating them, Reed (1984) feels. Talking to a child in a nonjudgemental way can let the child know that you think she/he is doing well, is acceptable and loveable. It is through the validating attitude that venerable children can come to learn how to deal with stress.

The Drug Education Curriculum in the state of New York is based on what they consider the underlying causes of drug abuse. These causes include; stress and anxiety, negative peer pressure, low self-esteem, the inability to cope with emotions and a lack of positive alternatives. The Drud Abuse Program for Grade 5 (1981) present drug information within the context of affective objectives. The goal in this grade level is to build positive motivation in children with an emphasis on developing a positive self-concept. The Grade 3 Program (1981) is to stress a positive self-image through learning to make responsible decisions regarding risk-taking behaviors. It is suggested that these goals may be reached through developing collages, role-playing, sentence stems, and dramatization.

A review of the literature points to a need to address the problem of stress in the elementary age child. The children in Grades 2, 5 and 8 who participated in the Allan and Anderson (1986) study have been able to define "crisis" based on their personal experiences.

The method of reducing stress in children seems to involve many skills. Webb, Van Devere, and Ott (1984) feel that conversation through the structured interview is the way to reduce stress. Ohanian (1987) stresses a prevention method through the classroom teacher. Reed (1984) feels that the validation of adults is the link to children's stress reduction. Other supporters of raising children's self-esteem include Purkey, Schmidt, and McBrien (1982) and Weinhold and Hilferty (1983). Experts who feel that relaxation, imagery or guided fantasy help children to reduce stress include Carey (1986), Anderson (1980) and Oldfield (1986). Toister (1988) states that there are a number of approaches to help children cope with stress including relaxation, biofeedback, cognitive behavior management, mediation and appropriate diet and physical exercise. Toister also suggests that humor can be an effective tool in reducing stress.

Although there is a difference of opinion concerning the method of reducing stress, there is agreement on the need for childhood stress reduction. Stress in children has become a recognized fact.

CHAPTER III

Anticipated Outcomes and Evaluative Instruments

Statement of General Goal

The general goal of this writer was to offer children in Grades 2 and 4 a counseling environment where they could learn to cope with their feelings of anxiety, confusion, failure and entrapment.

Specific Goals

An analysis of the literature shows that stress in a child may hinder both the academic and behavior areas for that child. Both of these areas must be addressed by the classroom teacher. The classroom teacher will be able to measure improvement in the academic and behavior areas for each child.

The specific behavioral objectives for this practicum were:

1. The children will show an increase in concentration in class as demonstrated by their ability to complete classroom tasks.
2. The children's behavior in class will improve as demonstrated by the fact that they will be

better able to control their anger.

3. The children will have a more positive outlook as demonstrated by an increased ability to take more responsibility for their own actions.
4. The classroom teacher will see an increase in confidence in the children who are counseled for stress coping skills.
5. The parents will have better parent/child communication.
6. The children will have an increased awareness of their ability to cope with stress.
7. The children will have a decreased reliance on anger.
8. The children will have an increased sense of self-worth.

Evaluation Instruments

The Teacher Rating Scale was used as a pre and post activity to measure the following student attributes related to stress:

1. Concentration
2. Communication
3. Confidence
4. Success

5. General outlook
6. General health
7. Anxiety
8. Friendships
9. Anger control
10. Defensive attitude

The teacher responses were assigned points. Except for statements #5, #6 and #8 the rating which would indicate the most stress would be "always"; thus, for statements #1, #2, #3, #4, #7, #9 and #10 an answer of always was to be awarded one point; "often" was to receive two points; "seldom" was to receive three points and "never" four points. In statements #5, #6 and #8 the rating which would indicate the most stress would be never; thus, for those statements the point system would be: never, one point; seldom, two points; often, three points, and always, four points. In this way the pre and post rating for each child and for the total number of children could be compared. The writer hoped to see a total gain of 25 points.

The Teacher Rating Scale was also used as a guideline for a teacher/counselor discussion. The teacher was asked to think of the children who met in the stress-related group counseling sessions. The teacher and counselor were to review the progress or lack of progress of every child as seen by each professional in the classroom and in the counseling sessions. The discussion was to be transcribed from the taped interview.

The I Am Me Survey was used with the children seen as a pre and post activity. This measured the following student attributes:

1. The student will be able to take responsibility for obtaining directions in class.

2. The student will be able to take the responsibility to finish classwork in time.

3. The student will be able to work with other children without having to blame.

4. The student will be better able to understand anger.

5. The student will be better able to appreciate fairness in the class.

6. The student will be better able to make good decisions.

7. The student will be better able to play with others in a fair manner.

8. The student will be better able to accept his/her mistakes as a learning experience.

9. The student will be better able to accept a move.

10. The student will be better able to concentrate on a task.

The responses were assigned points. The children were asked to distinguish between classifications of: always, often, seldom, and never for each of the 10 statements on the survey. The writer hoped to see a total growth between the pre and post measures of 20 points.

A taped discussion was held at the end of the unit. The children were to be able to relate their thoughts and feelings concerning the stress activities.

Mechanism for Recording Unexpected Events

When dealing with a project which lasts for some time, unexpected occurrences might happen. The writer kept a weekly log to record reactions of the group and concerns which might arise. The log was constantly reviewed by the writer in an effort to insure as much motivation as possible.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Cohn (1987) sees one aspect of stress in the grieving student. She states that young children act out their feelings rather than talking about them. Some children may develop physical problems such as nightmares or headaches; some may show behavior problems and some may have trouble concentrating. Death, which is often thought of as an adult concern, also concerns an elementary child. The teacher should be aware of possible grieving in a student. Children should understand that there is no "right" way to grieve, but that sadness is a natural response to the death of a friend or relative. Cohn states that, "Sharing your feelings of sadness helps children to see that grieving is a natural response to the death of a friend." (p. 77)

Crowley (1981) believes that in the lives of elementary school students there is much stress and anxiety. He describes anxiety as a reaction to stress. Students in Grades 3, 4 and 5 worried most about; injury to self, injury to or death of loved ones, being yelled at and fighting. Crowley feels that since relaxing and worrying are incompatible, children should be taught to react to situations and people in an appropriate way by using a relaxation tape.

Failure has been found to be a stress factor for many children. Sagor (1988) sees a challenge in this resting primarily with primary grade educators. His focus is the more than 10 million students who are walking a tightrope balancing between failure and success. The children who are our discouraged learners today are often our dropouts tomorrow. The task, feels Sagor, is to recognize that at-risk student and to force through the negatives of that child's life toward a positive. It is important to have high expectations for each child but to set attainable goals building on individual strengths. Become an advocate for an at-risk child, says Sagor, for almost all at-risk students lack this type of support.

Divorce is seen by many as a major cause of stress in the lives of young children. Bernard (1978) feels that counselors can help young children to sort out their feelings and to better understand what is happening to them. The counselor should attempt to understand the child's feelings, thoughts and understandings concerning the divorce. The focus should be to help the child feel less negative and to increase his/her positive feelings. Anger, depression, guilt, and fear are often strong emotions concerning divorce; thus, these should be part of divorce "healing."

Green (1978) states that children of divorce encounter many changes in their lives. Green has taken a multimodal approach to helping children cope with divorce. Her major objectives are to acquaint children with the realistic facts regarding divorce; helping them clarify and understand their feelings and emotions concerning divorce, helping them confront and cope with problems of divorce, helping them develop rational thoughts regarding themselves and divorce, and helping them change negative behavior patterns to more positive ones. Activities are designed around these goals for the eight counseling sessions.

Cantrell (1986) stresses that the age of the child who is experiencing divorce should be the primary factor in planning a program to help the child. Children of elementary school age (between 5 and 12) who undergo divorce-stress seem to have more behavioral difficulties than either younger children or adolescents. The school can provide a needed structure for children when all else seems to be falling apart. Security can be provided for these children by the continuity of daily tasks and routine school duties and social contacts. The school can become a safe environment for such children. Cantrell states that the best way to help a child of divorced parents is to have both parents and the child's teacher involved in the intervention. The counselor seems to be the most logical person to coordinate the home-school approach to divorce adjustment.

Green (1981) sees the single-parent family as another factor of stress related to divorce. The stress impact effects both the parents and the children; thus, counseling groups should be offered both for parents and children. For Green, these groups met once a week for eight weeks for about two hours at a time. The parent group goals were: to help parents clarify and understand their feelings and emotions pertaining to divorce, to help parents deal with personal relationships, to help parents adjust their self-images to that of single parent, to help parents with behaviors they wish to change and to develop new coping skills, and to help parents help their children develop more positive behaviors and coping skills.

Francke et al. (1980) see divorce not only as a stress factor but as actual trauma which may erupt in a series of crises for one million children a year. Each story of a broken marriage, a custody fight, an abandonment, a life split between two homes and a remarriage has its own list of children who are "victims" and their own stress levels. These stress factors in children indicate a need for counseling.

The 1983 U.S. Bureau of the Census estimated that in one year's time approximately 15% of the school age students moved to a new community and transferred to a new school. Surely then, the mobile child is not restricted to the migrant child. Blair, Marchant, and Medway (1984) focused on the aspect of stress concerning the mobile child. It has been shown that moving does create emotional stress for children which can result in learning or adjustment problems. Some techniques applied to help these mobile children are: having a policy to establish an entrance interview with the child which establishes a relationship between the child and one school personnel, having a "buddy" assigned to a new student, and having the counselor meet with the child, after the child has had two weeks to adjust, to monitor the student's mobility adjustment. The parents of the child should also be involved with the child's school adjustment. This can be established through concerned, informative conferences which help the parent monitor their child's adjustment. Frequent notes and phone calls through the first few months will allow the parent and the teacher to bridge the gap and resolve the stress usually associated with a school move.

Burns (1980) has developed a practical approach to overcoming stressful situations. His approach is positive and directed to those suffering from stress and depression. He feels it is possible to diagnose your own moods and to plan your own cure. The first step is to build a positive self-esteem. Through patience and encouragement, Burns feels that his approach can lead a person through stress and depression toward a self-confident life.

When children experience the stress of an environmental disaster says Crabbs (1982), they may suffer immediate and long-range adjustment problems.

Since children's reactions to these events may vary greatly, the elementary counselor should be responsive to helping these children meet their developmental needs. The counselor's primary responsibility is to maintain a focus without becoming overwhelmed. Priority needs can be to first work with the students who exhibit unusual emotional or behavior problems. The needs for belonging, love, information and understanding are often unfulfilled in these students. Children should be encouraged to return to the day-to-day learning activities of the classroom. The children also need an honest appraisal of the situation. It is within the atmosphere of honesty that the counselor can help young children to express their inner feelings and fears related to the loss. The counselor can also work to develop a support system for these children by helping the teaching staff to plan affective activities for children.

Many schools now encourage the parent of an elementary child to visit the child's school. Scott-Jones (1988) feels that one way to help children deal with school stress is to involve the parents more actively in the school situation. There are many volunteer activities that encourage parent-teacher communication and cooperation. Parents who do not have a great deal of formal education may feel that the school is an alien institution. Extra effort to encourage the parent to help with a field trip or other school activity may be necessary. Schools and families should work toward mutually supportive relationships.

Seefeldt (1985) also sees the active cooperation between home and school as a way to help children cope with some stress. She emphasizes the fact that not only will the children benefit from the involvement, but that the school can also benefit the parent. If this is to be accomplished, the basis for parent involvement should be focused on the realistic needs of the family and on offering the family real support. The school must accept and support the parents who are usually extremely anxious about child-rearing. Parents can be made to feel that they are always welcome in their children's school. Transportation and baby-sitting services might be arranged for Parent Teacher Association (PTA) meetings. Booklets can be given to families which list inexpensive places families can visit and community resources. Parents need to know that teachers are incorporating goals for their children into the program that match the goals which parents have for their own children. Parents should also be involved in the decision-making for true collaboration between the home and the school.

A "difficult" student may be a child who has not had to take responsibility. Laughter (1988) decided to put the idea of children being responsible for their own behavior into practice in her fifth grade classroom. A behavioral program was established that would let the students reconcile their own differences. They could make amends for infractions in a number of ways ranging from a simple handshake and apology to a joint meeting of student, parents, teacher and principal. The consequences were listed in hierarchical order. Another poster listed a four-step system for arriving at the consequences. In Step 1, the student could say when he/she did wrong and what else he/she could have done; in Step 2, each student would determine the consequence level he felt was appropriate for the other student. Step 3 would be necessary if one student disagreed then a compromise on mutually acceptable consequences would be the aim. Step 4 would be necessary if a student arbiter was needed to decide the consequences. The teacher allowed for an exception to the system when the child "might be reacting out of emotional frustration because of school or family problems unrelated to what happened in class with another student" (p. 40). The excepted student would confer privately with the teacher. Personal stress would thus be handled through a private conference with the teacher while class stress was dealt with by letting each child feel responsible for his/her behavior.

Brown (1986) also feels that children often suffer the stress of feeling worthless because they are not allowed to be self-reliant. He says that we promote a sense of self-worth and competence in children when we teach them to be self-reliant. In order to teach self-reliance in children we should: promote self-awareness in children, promote their independent thinking, help them to be socially independent, create in them a sense of self-worth, promote self-efficacy, help children learn to make choices, teach children responsibility. It is also important for adults to provide behavioral standards for children, to create a calm and predictable environment, to teach self-discipline and to be a worthy role model for children.

Today many elementary students are also latchkey children. Storman and Duff (1982) see much stress associated with the latchkey child. The 1972 U.S. Bureau of the Census revealed that approximately 2 million or 13% of children between the ages of 7 and 13 whose mothers are employed outside the home care for themselves. It is projected that the school-age population of children between the ages of 5 and 13 will rise from 30 million in 1980 to 35 million by the year 2000. Other children are part-time latchkey children when they are unable to attend school because of illness or during school vacations. Some children may become more self-reliant and resourceful than their peers, but many feel abandoned, frightened and insecure. The authors see a need for an organized community response to address this child's vulnerability. After school programs could be developed to fill this need as well as addressing the issue of creating more flexible work schedules for parents.

A climate of love and acceptance is helpful in dealing with stress for any family member, feels Londer (1988). He advocates having each member of a family understand their individual stress level and then help one another through communication. Grandparents, parents and children all need to learn how to cope with stressful life events. Not learning how to cope with stress could interfere with family life, jobs, personal relationships and friends.

The activities developed by the writer rely heavily on the solutions suggested by the experts. Discussion, role-playing and dramatization will be used to build independent thinking, self-esteem and confidence enough to handle stressful situations.

The writer drew upon many of the experts in attempting to reduce stress in children. Teachers were involved along with parents and a community agency. The activities designed for the children included discussion, self-confidence building, charting, relaxation and role-playing.

Selected Solution

While the literature points to the fact that many children in every grade in elementary school may suffer stress, the writer chose to focus on children in Grade 2 and those in Grade 4. A focus on these two grade levels gave an indication of the primary level and of the intermediate level child. The second grade children were seen on a half-hour basis weekly in two different groups of five children each. The fourth grade children were also seen in two groups of five children weekly for a half-hour. This allowed each child both an opportunity for attention and for communication during the group activities.

The activities used in the counseling sessions were especially designed by the writer to interest the primary level and the intermediate level child. The content of each activity was intended to focus on areas found in the literature to be of stress to children. Each activity was designed to stimulate the child's critical thinking while building his/her self-concept and confidence to cope with stress. The activities had been previewed by educators. (See Appendix C).

The entire school became involved in stress reduction. The teachers were provided with counselor/community help with parent contacts. The counselor also helped conduct a faculty meeting on reducing stress in the classroom. Once a week the counselor spoke to the school population during the morning announcements. The weekly message was entitled "Hints for Reducing Stress." The teachers were provided with counselor/community help with parent contacts (see Appendix D). The counselor also helped conduct a faculty meeting on reducing stress.

The parents of the counseled children saw better child/parent communication. This goal was reached through the encouragement of the parents to join a weekly Parent Study Group. The children in the group were also encouraged to share their knowledge gained from their activities with their parents.

The terminal goals for the children were to gain an increased awareness of their ability to cope with stress, a decreased reliance on the use of anger and an increased sense of self-worth. These goals were reached through the use of the activities in the counseling sessions.

The writer conferred with a fourth grade teacher and a second grade teacher to identify a group of children who displayed symptoms of stress. The list of identified children were those who: have failed at least one year in school, were absent a lot, had an uncooperative attitude, seemed quick to anger, seemed neglected, seemed to move a lot and or might be experiencing family troubles. At least two of the above indicators of stress must have been present for each child chosen.

Unit I was entitled Striving Toward a Better Me. This unit included environmental change, illnesses and excessive absences and sibling difficulties and friendship. This Unit began in September and continued through October and into November 1988. The children began to talk more as the activities progressed and, in most cases, began to build a group trust.

Activity #2 deal with Environmental Change. The writer's log indicates the difference found between the two second grade groups. The log for one grade two group states: "The children entered into Activity #2 with enthusiasm. They enjoyed role-playing. Everyone in the group had moved. There were many questions and comments from the children." A comment on the other second grade group for this activity: "It was very difficult to get answers from the children." The log for Activity #2 also indicates the severity of problems for the fourth grade children. "Ma... was still absent. The thing which had a large impact on the children was imagining someone they loved moving away. This led to three out of four children telling about people in their family moving away due to being put into jail."

The difference in the second grade group was seen during the pre-test situation. The writer's log reads: "Everyone present. The children were able to follow the pre-test without help." The comment for the other second grade group reads: "Everyone present. The children had trouble checking the pre-test. They had difficulty keeping the lines straight and frequently had to be helped so they wouldn't place two answers on the same line."

The children's comments about enjoying role-playing can be seen in many of the statements found in the writer's log for Activity #5. Grade 2 students again demonstrated the difference in their groups. The log for one Grade 2 group reads: "The group was lively and attentive through the role-playing. They generated many new ideas." The other second grade group comment reads, "The children were individualistic - almost no feeling of 'group' - attention seeking." The notes for one fourth grade group state: "Lively discussion - greatly enjoyed the role-playing" and the other group comment was: "All seemed to enjoy the role-playing."

Sibling relationships was the content of Activity #7. Role-playing was the method used. Grade 2 groups demonstrated more group unity while the fourth grade children demonstrated more individual problems. The writer's log states for one second grade group: "Very excited about role-playing - excellent ideas and discussions concerning fights with brothers and sisters. N... said she decided that instead of fighting with her sister that she would try to talk to her and get along better." The comments on the other second grade class read: "J... showed the way in listening well and in role-playing. They enjoyed the activity." One fourth grade group comment was: "Mi... was sent to the office for discipline, however, they allowed her to attend the counseling group. Her behavior was not her 'usual' - she stuck her tongue out at Ch... until he looked hurt and I addressed the cause of his anger. Then she did try to cooperate with the group. The children then play-acted well and were enthusiastic about the activity." Comments on the other Grade 4 group read: "D... listened to the play-acting but did not want to join any group skit. Z... said he didn't want to act in the first play, but was soon enthusiastic and wanted to join in. The children responded well and were quite realistic in their activities."

The writer's log for Activity #10 relates the stress found in the fourth grade children. The comments for one fourth grade class reveal: "100% attendance. It was difficult to get the children to focus on the topic 'The Friendly Me' because Ch... was kept from coming to class on time by the teacher. I had to write a note to get him to group. C... had exhibited unfriendly actions toward the others before coming to group. It was difficult for them to accept him today."

Unit II was entitled Learning to Remedy. It dealt with anger, physical harm and family troubles. It took place in November and December of 1988 and into January of 1989. The children were interested in talking about their holidays and wanted to know about holiday fun experienced by others in the group.

The topic of anger, Activity #11, brought reactions from many of the children. The log for Grade 2 shows the differences in these groups. One group of Grade 2 children were: "Extremely interested. They were easily able to relate to the dialogue and the questions about anger" while the other group found it "was difficult to comprehend. Their short attention span kept them from being able to expand upon an idea." One fourth grade group's notes read: "It was difficult to begin the group, but they were interested in the explanation of anger as a bottle filling up." The comment of the other fourth grade group focused on an individual. It read: "D... said he had no feelings. He answered only when asked what made him angry. His answer, 'my brother who hits me and throws me around'."

Activity #14 dealt with physical harm and being able to use self-talk to reduce your stress. The log points out the difference in the two second grade groups. The comments for one Grade 2 group read: "The children greatly enjoyed the concept of this activity. They were able to relate the importance of self-talk to their own lives." The other second grade group: "Had difficulty in understanding the importance of self-talk. The children seem little motivated to do anything." The comments from the fourth grade sessions focus on individuals. One group read: "C... angered all the children in the group by trying to do all the talking, not sticking to the truth and making a negative comment about M.... The children had to hold in their anger toward C... until I could redirect things and restore peace. E... needed to communicate scary thoughts about violence (shooting) and recent death." The other group comments read: "It was obvious by their comments that all had personal fears. Although D... did not actively communicate, he was intensely interested."

The Family Trouble Chart, Activity #15 and Family Strength, Activity #16 were well received in all groups. Comments in one Grade 2 class are as follows: "Everyone was able to relate to the ideas of family troubles and the worry which comes from them - fighting seemed to be on everyone's mind. Many of the children had a tendency to assign a worry to themselves - even loss of a job, illness, etc. They enjoyed the activity and were able to make the charts." The other second grade comments were: "This activity was taken seriously. The children could easily identify with family troubles. When Do... didn't have to write, he was more willing to think. As soon as written material was part of things, he wanted to give foolish responses." In one fourth grade group: "When charting family troubles, Mi... filled with tears at the mention of divorce. C... tried to dominate - said his family didn't have troubles." In the other fourth grade group: "Each child could easily relate to family problems."

Unit III, entitled Emotional Controls, centered on the areas of loss, peer pressure and the effects of negative attitudes. This unit began in January 1989 and continued through February 1989. Friendships had been formed by many group members.

The children in both Grades 2 and 4 were able to relate to Activity #17 which deals with loss. Some children were very affected. The log for one fourth grade group reads: "The children were able to generate a long list of personal loss, feelings and ways to cope. It was a productive meeting, however, Mi... tends to go 'within' when it effects her deeply." The children were together long enough and had shared enough activities to be able to help one another when one child found it difficult to cope with a particular topic. The children in Mi...'s group were able to respect her desire for privacy.

Activity #21, entitled Sammy No No, was very interesting for all groups. The children enjoyed the basic concept and the role-playing. The writer's log for one group tells: "Everyone was able and willing to role-play well. The children were capable of doing an excellent job." The other second grade group tells: "The role-playing was better than usual, however, the children have short attention spans and have to be 'brought back' to the original purpose many times." One fourth grade group states: "The children enjoyed the role-playing. C... had a lot of difficulty trying to be nice to the children, but the group itself gave C... support." The other group notes state: "The children did a good job role-playing. When I asked D... if he would like to play a part, the other children said, 'Mrs. T..., you know he never does this!'" After watching others, however, D... tried his part as Sammy No No.

Unit IV was the last unit. It was entitled Satisfactory Self-Control. Unit IV included the defensive attitude, the uncooperative attitude and violence in the world both in terms of nuclear holocaust and with beatings, murder, suicide and child abuse. This unit began in March 1989 and ended during the end of May 1989. The children were expressing wishes that they could be in the same class the following year. The evaluation took place during the first week of June 1989.

Most of the children expressed joy over the activities and a hope that they would be included in counseling groups the following school year. Many children felt that they would be better able to cope with stress because of the activities they covered in their counseling groups. They stated that they would read the activities they completed over the summer months. They looked forward to sharing the activities with their family.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The writer focused on groups of children in Grade 2 and in Grade 4 whose behavior displayed signs of stress.

Specific objectives were planned for the second grade children, for the fourth grade children and for the teacher of each of these students. Pre and post measures were designed for each teacher (See Appendix E and F) and for each child (See Appendix G and H) in order to measure growth. The point system presented was used to measure this growth. The I Am Me Survey was used in Grade 2 and in Grade 4 for measurement. Never, seldom, often and always were assigned points one through four so that the pre and post instrument could be examined in terms of student growth. The survey points in both Grade 2 and in Grade 4 show the direction of growth for the children in each grade. This growth trend should be combined with teacher observations of the children. In Grade 2, the I Am Me Survey showed a strong trend toward decreased anxiety in the children. Teacher comments referring to the children as "less anxious" supported that finding. The first specific objective for the children was to ascertain whether they could take responsibility for obtaining directions in class. The children in Grade 2 and in Grade 4 showed a loss in this area on the survey form. The second grade children lost five points and the fourth grade children lost seven points. The inability to take responsibility for obtaining directions in class is often related to the ability to relate to adults. The loss in this area for both the second and fourth grade children mirrors the severity of stress in the children. In the second grade, four children had been retained, three children had been recommended for school psychological testing and two children had been referred by a staffing committee to an outside agency for extra counseling. In the fourth grade, three children had been retained, four children had been placed in a learning disability program and three children had been recommended to an outside agency for additional counseling.

The second objective for the children was to increase the responsibility of the student in being able to complete classwork on time. The second grade children showed a positive growth of 10 points while the fourth grade children lost 1 point in this area. The positive growth in the second grade level demonstrates the impact of early intervention. The loss of one point on the fourth grade level could be attributed to the fact that 4 of the 10 students are in a learning disability program. Part of each school day for those four children is spent in a class other than their regular classroom. The children might not be mature enough to handle a different set of values and expectations from yet another teacher.

The third objective for the second and fourth grade children was to help them to work with other children without having to blame others. Children in both grade levels demonstrated a positive growth. The second grade children gained 14 points and the fourth grade children gained 5 points. Children on the second grade and on the fourth grade level commented about liking to work together in a group. Learning to trust one another in the small group setting carried over into classroom contact.

Having children better able to understand anger was a fourth specific objective for the children. The children on the second grade level had a loss of three points while the children on the fourth grade level had a gain of three points from the pre to the post survey. Although the children demonstrated maturity in being able to handle anger, it was difficult due to personal problems for children on both grade levels. It became apparent at the end of the school year that one second grade child had substance abuse in his home, another had the unexpected remarriage of her father to face, and a third, the unresolved violent death of an uncle. Anger has many sources!

The student would be better able to appreciate fairness in class was the fifth objective for the children in both grade levels. The second grade children demonstrated a gain of 13 points and the fourth grade children gained 3 points. The children on both grade levels appreciated the fairness demonstrated in each group meeting. Teacher remarks indicate that fairness was important to the children in both grade levels.

Being better able to make good decisions was the sixth objective for the children. The second grade children showed a gain of 13 points while the fourth grade children gained 4 points. Children's remarks in both the second and fourth grades indicated that they enjoyed being in the group and looked forward to the activities. As they became more confident in their group decision making, they began to feel that their decisions were important.

The seventh objective for the student was to increase his/her ability to play with others in a fair manner. The second grade children showed a positive growth of seven points and the fourth grade children had a positive growth of nine points. This objective was related to the fifth objective since both dealt in the area of fairness. The second grade and the fourth grade children made a positive gain.

Helping the student accept his/her mistakes as a learning experience was the eighth objective for the students. The second grade children showed a positive growth while the fourth grade children scored in a negative direction. The second grade children showed a four point increase while the fourth grade children showed a six point decrease. Understanding a mistake as a learning experience is a difficult concept for children to come to accept. So many factors influence a child's thought in a self-accepting or self-blaming direction.

The child's home experiences, the family influence, the class influence are all factors in the child's self-judging. The younger the child is able to face making a mistake without feeling blame, usually the easier the transition from "blame" to "learning." The second grade youngsters were able to give more support to one another when a member couldn't think of an idea to add to the conversation. As the children were able to help one another, they felt less frustrated about a "mistake." The fourth grade children did not give that support to one another. A negative remark from one fourth grade child to another was more apt to be the consequence of a normal mistake. The difference in age between the second and fourth grade child and the added importance of peer pressure to the fourth grader could account for the point difference.

Students on the second and fourth grade levels were asked whether their families moved a lot. Research has shown that frequent moves increases stress in children. Both grade levels stated a perceived decline on the post test although the family pattern of frequent moves remained the same. The 10 point decline in Grade 2 and the 4 point decline in Grade 4 reflect a lessening of anxiety. This decrease is shown as a positive gain.

The last specific objective for the children was to help them to be better able to concentrate on a task. Growth was seen for both the second and the fourth grade students. The second grade students gained 5 points while the fourth grade students gained 11 points. The increased ability to concentrate on a task for second and fourth grade children would indicate an increased ability to cope with daily stress.

Table 1 summarizes the results for the second grade children of the I Am Me Survey completed at the beginning and at the end of the unit. The total points for the 10 children are listed for each objective.

Table 1. I Am Me Survey - Grade 2

Items	Pre Group Survey Points	Post Group Survey Points	Difference
1.	35	30	-05
2.	20	30	+10
3.	16	30	+14
4.	27	24	-03
5.	21	34	+13
6.	21	34	+13
7.	21	28	+07
8.	17	21	+03
9.	17	27	+10
10.	18	23	+05

Table 1 is a summary of the total measured points for the 10 children in Grade 2 on the questionnaire presented at the beginning of the group (pre group survey points) and at the conclusion of the group (post group survey points).

The writer had hoped to see a total gain of 20 points from the pre to the post rating used by the children. A gain of 67 group points was realized on the second grade level. The total gain in points by the second grade children indicates a positive growth for the 10 children taken together. The children, on an individual basis, displayed dramatic growth. Teacher comments (see Appendix I) discuss this growth.

Both second grade teachers saw improvement in the counseled children. The following comments were verbalized by one second grade teacher: "D... was able to communicate well in class by the end of the year. He especially was verbally helpful during science and community events... Sh...'s behavior greatly improved. She had violent bursts of temper at the beginning of the year... All the children in my group demonstrated a lessening of stress and improved self-esteem."

The other second grade teacher stated: "N... had a much better attitude. She verbalized that she planned to get her homework done... Sw... was terribly shy at the beginning, but at the end of the year, he would get up in class to speak, bring in art work and even talk about poems... J... demonstrated increased responsibility... T... and R... were especially shy. They showed a lessening of tension by being more comfortable around their peers. At first, neither child would let me hold up their paper for praise, but by the end of the year they would read their own work aloud."

The fourth grade teachers also saw stress reduction in their children. One teacher nominated a counseled child for the position of safety patrol. At the beginning of group time, this child would not share any thoughts with the group. At the end of the year, he was elected safety patrol for the following school year.

One fourth grade teacher saw a change in two boys. The teacher stated: "C... stopped trying to make the class laugh at him and started making the classmates respect him for his good decisions... M... began to talk out his anger. He was more positive in his daily tasks. Best of all, he didn't follow the negative kids by the end of the school year."

Table 2 summarizes the results for the fourth grade children of the I Am Me Survey completed at the beginning and at the end of the unit. The total points for the 10 children are listed for each objective.

Table 2. I Am Me Survey - Grade 4

Items	Pre Group Survey Points	Post Group Survey Points	Difference
1.	36	29	-07
2.	30	29	-01
3.	19	24	+05
4.	22	25	+03
5.	26	29	+03
6.	25	29	+04
7.	21	30	+09
8.	12	16	-06
9.	19	23	+04
10.	16	27	+11

The writer had hoped to see a gain of 20 points from the pre to the post rating used by the children. A gain of 25 points was realized by the fourth grade students. Additional gains were made by the fourth grade students on an individual basis. The comments by the fourth grade teachers (see Appendix J) point to this individual growth.

The Teacher Rating Scale was devised on the same point system as that used by the I Am Me Survey. Both the Teacher Rating Scale and the I Am Me Survey were created by the writer. Both scales were based on research concerning stress reduction. Table 3 summarizes the results of the Teacher Rating Scale on the second grade level. Table 4 summarizes the results of the Teacher Rating Scale on the fourth grade level.

Specific behavioral goals in the reduction of stress were designed for the children in the second and fourth grade areas. Since the classroom teacher would be able to see positive growth in behavioral aspects, the Teacher Rating Scale was used to determine this growth.

This practicum was designed to have the children see growth in themselves and to have the classroom teacher see growth in the children. In order to measure this classroom growth, specific behavioral objectives were used as a pre and a post measure for the classroom teacher. The first specific behavioral objective for the teachers was concerned with an increase in concentration in class as demonstrated by their ability to complete classroom tasks. The first item on the

Teacher Rating Scale was designed to measure this growth. The children in the second grade showed a growth of one point while the fourth grade children had neither growth nor decline. Ability to concentrate is often linked to the self-concept of a child. Self-concept is easier to influence in the younger child.

The second specific objective was to improve the children's behavior in class as demonstrated by the fact that they would be better able to control their anger. The second grade children demonstrated an increase of two points while the growth of the fourth grade children remained constant. This objective was measured by Item #9 on the Teacher Rating Scale. A child's anger in class is easily detected by a classroom teacher who often views the child as "disruptive." Even though the second grade children reported a decrease in controlling anger, their teachers reported an increase for them. The fourth grade children saw a more positive gain than did their teachers in this area.

Growth in helping the children develop a more positive outlook as demonstrated by an increased ability to take more responsibility for their own actions was measured by Items #5 and #7 of the Teacher Rating Scale.

On Item #5, the second grade children and the fourth grade children made a positive gain of five points. On Item #7, the second grade children showed a positive growth of 10 points while the fourth grade children showed 3 point increase. Responsibility is an important aspect for a positive classroom adjustment for children on any grade level.

The fourth specific objective was to have the classroom teacher see an increase in confidence in the children who were counseled for stress coping skills. The third item of the Teacher Rating Scale measured this goal. The second grade students showed a growth of 10 points while the fourth grade students showed a 1 point increase. Comments by the second and fourth grade teachers confirm this positive growth.

Better parent/child communications skills was the fifth specific objective. Item #2 of the Teacher Rating Scale measured the student's communications. The children in Grade 2 showed an increase of seven points while the children in Grade 4 showed a decrease of five points. Better parent/child communications skills are helped through better parent/school communications. Throughout the school year, the parents of the second grade children showed more positive school/home communication. Six out of the 10 parents of second grade children visited the school in an effort to support the teacher and/or counselor. Only 3 of the 10 fourth grade parents gave any positive school support.

Helping the children to increase their awareness of their ability to cope with stress was the sixth goal for the children in Grades 2 and 4. Item #6 of the Teacher Rating Scale was used to measure this growth. The second grade students exhibited a growth of four points and the fourth grade students had an increase of one point. Teacher comments for both the fourth and second grade children show individual gains in this area.

A decreased reliance on anger was the seventh specific goal for the counseled students. This goal could be measured by Items #8 and #10 of the Teacher Rating Scale. On Item #8, the second grade and fourth grade children showed an increase of two points per grade level. On Item #10, the second grade children showed an increase of 10 points and the fourth grade children gained 4 points. Even a classroom teacher finds anger in a child fluctuates from time to time for each individual.

The final specific objective was to have the children increase their self-worth. This goal could be measured by Item #4 on the Teacher Rating Scale. Both the second and fourth grade children demonstrated positive growth. The second grade children increased their total by seven points while the fourth grade children had a total increase of four points. An increase in feelings of self-worth can be a good beginning to coping with stress for children on both grade levels.

Table 3 summarizes the results for the second grade children on the Teacher Rating Scale which was completed at the beginning and at the end of the unit. The total points for the 10 children are listed.

Table 3. Teacher Rating Scale - Grade 2

Items	Pre Group Survey Points	Post Group Survey Points	Difference
1.	20	21	+01
2.	27	34	+07
3.	22	32	+10
4.	24	31	+07
5.	22	27	+05
6.	27	31	+04
7.	19	29	+10
8.	27	29	+02
9.	30	32	+02
10.	22	32	+10

The writer had hoped to see a gain of 20 points for the total second grade group from the pre to the post rating by the classroom teacher. A gain of 58 points was realized by the second grade students. This impressive gain is supported by teacher comments of individual gains in the second grade students.

Table 4 summarizes the results for the fourth grade students on the Teacher Rating Scale.

Table 4. The Teacher Rating Scale - Grade 4

Items	Pre Group Survey Points	Post Group Survey Points	Difference
1.	24	24	00
2.	34	29	-05
3.	24	25	+01
4.	23	27	+04
5.	25	30	+05
6.	35	36	+01
7.	22	25	+03
8.	30	32	+02
9.	25	25	00
10.	22	26	+04

The writer had hoped to see a total gain of 20 points from the pre to the post rating of the fourth grade teachers. This amount of gain was not realized. There was a positive growth of 15 points for the fourth grade students. Positive growth in individuals was noted by the teachers. At the end of the unit, L.. was not seen as defiant. Z... was described as having shown tremendous improvement. D... had improved in all subject areas. M... had made a lot of progress. Progress was also noted for Ch... who, at the end of the year, was described by his teacher as a likeable boy.

The children's daily progress was to be monitored through the daily log maintained by the writer. The log reveals the differences in the second grade children from one group to the next. One group of second grade children showed enthusiasm in all activities and always had a variety of answers. The other group of second grade children had fewer answers and were less accepting of one another's point of view. The differences in the fourth grade children were less from group to group but greater in each group from individual to individual.

Evaluation results from the children's point of view were established through the pre and post forms of the I Am Me Survey and through the informal taped interview (See Appendix K and L) completed at the end of the units.

The second grade children far surpassed the growth of the fourth grade children although both grade levels exceeded the positive gain hoped for by the writer. The comments found in the children's reactions support both the differences seen between the second grade groups and the individual differences among the fourth grade children.

The teacher's reactions to their students growth were formally noted by the Teacher Rating Scale used at the beginning and at the end of the school year as a pre and post instrument, and by the informal interview with the counselor at the end of the unit.

The second grade teachers reported growth well above the gain hoped for by the writer while the fourth grade teachers reported gain, but at a level below the hoped for growth.

The reactions of the classroom teachers mirror those found by the writer in working with the children. The comments of the two second grade teacners reveal the differences in their assigned students. The comments of both fourth grade teachers point to more individualized problems in their students.

The entire school became cognizant of the emphasis on stress reduction which was being done in small groups on the second and fourth grade levels. Some members of the faculty became involved in stress reduction by previewing the stress activities and commenting on them.

Throughout the year, the children of the school became aware of stress reducing techniques. This was accomplished via inter-school TV messages written and delivered by the writer to the entire school population. (See Appendix M) Stress reducing techniques such as maintaining a proper diet, getting enough sleep and relaxation helps were introduced.

The entire teaching staff was included through an invitation extended by the writer and a community agency whereby the teacher could be helped to reach his/her children's parents. Teachers did request counselor/community agency/parent/teacher conferences. As a result of these conferences, more parents expressed interest in becoming a member of the parent study team for the following year. At the same time, due to these conferences, families were able to take advantage of more community services in the area of economic and mental health assistance.

The children in the second and fourth grade groups were encouraged to reach others through demonstrations for other classes showing the activities they learned. The teachers did not invite the children to do this.

The writer also arranged for a meeting devoted to stress reduction. A community expert, Dr. Toister, helped teachers to understand the stress factors going both from teacher to child and from child to teacher. The community expert had a positive influence on the teaching staff.

Parents of the children in the school became aware of the importance of trying to reduce stress in children in three different ways. The writer and a representative of a community agency invited all the parents of the school to attend one of two weekly scheduled parent study group sessions where stress reduction was an included topic. One parent study group was to take place during the school day and the second group was scheduled for one evening a week. Some parents did take advantage of these sessions, but only one parent of the targeted children attended.

The second way that parents were to become a part of this program was to encourage the second and fourth grade children who took part in the activities to share them with their parents. The comments of the children during the activity sessions and at the end of the units indicate that this will become a reality. Two fourth grade children and three second grade children mention in the children's reactions that they will continue to work on the activities at home and/or they will share the activities with a parent.

All parents were reached through a positive, informative communication entitled "Parent Chit-Chat." (See Appendix N) The writer heard from many pleased parents concerning this form of direct communication. In each issue of Parent Chit-Chat, topics for the coming parent study group were listed. Although only one mother of the counseled children were represented at parent study group meetings, that parent expressed the desire to continue to receive the Parent Chit-Chat for the following year. Other parents of the counseled children spoke by phone to the counselor praising the communication and expressing their desire to become a member of the parent study group during the 1989-90 school year.

Conclusions

This practicum was designed to reach out to the children, the parents, the faculty and the community. It was based on the belief that the children in the writer's school seem to be under a lot of stress. The professional view and the transcribed interview with the school psychologist, which took place before the activities were presented, confirmed this belief as fact.

Each of the four units was divided into activities (See Appendix O,P,Q,R) which involved thinking, discussing, drawing, relaxing, charting and role-playing. The statements from the I Am Me Survey and from the Teacher Rating Scale were covered in activities taken from all units.

The children in the fourth grade groups displayed more individual problems. Four of the 10 children were identified as learning disability children and were attending classes for remediation. Four other fourth grade children were considered moderate to severe behavior problems. Three of the fourth grade children had suffered documented physical and/or sexual abuse. Four of the 10 fourth graders had been retained. One fourth grade student shows signs of depression and has been referred for outside counseling. When seen as individuals within each group, stress symptoms and problems are evident. When viewed together, the areas of gain appear quite significant.

The children in the second grade groups displayed similarity in reactions to the activities. One group was taken from a Chapter 1 class where the ability level is expected to be below what could be considered "average." These children were slower to respond, quicker to anger and tended to lean toward more violent solutions. The other group of second grade students was taken from an "average" class; however, two of the five qualified and were also in the school Academic Excellence program. These children displayed a lot of creativity, enthusiasm and a willingness to listen to others. When the group responses were combined; however, it was evident that both groups grew positively.

This practicum was based on the premise that positive group gains in the second and fourth graders would be seen in both the children's perceptions of themselves and in the teacher's perceptions of the children. This growth was measured in terms of total grade growth. The differences between the two second grade groups and the large individual differences found in the fourth grade children were observed by the classroom teachers. These observations were stated in the teacher comments. The results of this practicum, therefore, could be seen both in terms of group growth and in terms of individual growth which was demonstrated by the children in terms of improved social and behavioral growth in the classroom. The growth is also found in the comments of the counseled children, the comments of the classroom teacher, and in the improved classroom behavior of the counseled children.

Recommendations

The writer has specific recommendations as a result of this practicum. Although an attempt was made to reach the parents of the children counseled; increased parent communications would be beneficial for the children's positive growth. Letters of invitation written by the children to their parents could be sent to increase parent/counselor contact. For children showing major symptoms of stress, the parents could be encouraged to seek additional counseling through a community agency.

The second recommendation would be to increase the communication between the classroom teacher and the counselor throughout the school year. The teacher is apt to be more positive toward the child as a result of this open communication. A scheduled time set aside to communicate with the teacher would be desireable. An administrator's approval would be important to assure this success.

The children's enthusiasm for the stress activities could reach other children and classroom teachers by having the counseled children do role-playing over the school TV morning announcement segment.

The primary and the intermediate age children should both be offered the stress reduction counseling. Early intervention should be the primary focus in offering stress reduction counseling. The primary level children showed the more significant growth; however, the intermediate age child should also be offered the skills for coping with stress.

It is this writer's opinion that all guidance counselors should do everything possible to increase the coping skills necessary in order to deal with stress for the children with whom they work. The counselor who can help a child to cope with stress will also help the child to develop his/her full potential.

Dissemination

The result of this practicum was shared with the administration of the school. The administration has supported the guidance program. It has been decided that the counselor will make the stress coping skills available throughout the school by increasing the number of children using these activities.

The administration will also work with the counselor to increase the faculty knowledge and dedication to decreasing stress throughout the school. The month of March 1990, will be set aside to educate the faculty about stress coping skills associated with improved mental and physical health. The teachers will, under administration/counselor guidance, teach their children the skills necessary in order to reduce stress.

Finally, the writer will use the stress reduction activities in the parent study group and in future editions of the communications for parents called the Parent Chit-Chat.

The enthusiasm over the results of this practicum should decrease the stress felt throughout the school.

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APPENDIX A

FACULTY QUESTIONNAIRE RESULTS

The Professional View

Position of person completing this form. 10 Professionals*
Years of Experience: 170 years total
Years at this school: 65 years total

		Always	Often	Seldom	Never
1.	Students I have worked with at this school are easily distracted from their task.	2	8		
2.	Students who seem under stress also seem easily angered.	5	5		
3.	Students who display stress seem unaware of the other person's point of view.	5	5		
4.	The students with whom I've worked who show anxiety often lack success.	5	5		
5.	A student who does not perform in class shows signs of tension.	3	7		
6.	The disconcerned student seems to get failing grades.	8	2		
7.	The successful students seem to have the thoughts in order.	8	2		
8.	The student who feels uncertain seems to get failing grades.	3	7		
9.	The student most popular with peers is the student with success in academics.				
10.	The student who is uncooperative seems to fail in class.	6	4		

*5 Classroom Teachers
1 Speech-Language Pathologist
1 Media Specialist
1 Learning Disabilities Teacher
1 Chapter I Facilitator
1 Principal

APPENDIX B

INTERVIEW WITH SCHOOL PSYCHOLOGIST

Interview with the School Psychologist

D.- The writer
O.- The School Psychologist

D.-You have observed and evaluated many children from my school. Based on your experience, I would like to present you with some topics generally thought to be related to stress in children and ask you to discuss these.

O.- I'd be glad to.

D.- "Change" such as frequent moves is often mentioned as a stress factor. Do you feel this holds true for our school?

O.- I definitely do, Dot. we have 2 populations of children in our school who are effected by frequent moves. One of them is our migrant pupulation. They move every year. They are pulled out of the school usually in May or even April. They come back often times after school has started and this is very stressful for kids because they don't get to finish the school year with their class. They don't start school at the same time and it does impair their academic skills which causes them to feel stressed. The other group of children which is effected by frequent moves is entirely different and those are the children whose parents are in the service. We have many of those and, of course, those children move frequently. They do not form friendships as lasting as other children. They go to places that are very different. The expectations from one school system to another is very different and they constantly have to make adjustments to a new set of circumstances.

D.- Olga, something I find here seems to be stressful for children. This is worrying about being ill or having accidents. How do you feel about that?

O.- I think that one is also a worry that our children do have perhaps even more so than children in another school. As you know, our children come from an Hispanic background and in their culture they interpret many of their problems as being illness. They are taken to the clinic sometimes for things which are minor. On the other hand many times because their health facilities are not good- hygiene in the homes is not what it should be- the children get sick more often than normal. They have a real concern about being ill. I believe this is definitely a stressful factor.

D.- Thank you. Another thing which seems to add to stress for children is sibling difficulties.

O.- It seems that all these topics do have a tremendous impact on our students. As you know, our families are often large. We are talking about 4, 5 or 6 children as a norm. We are talking about families that have even 10 or 13 children. The children are often only a year apart, live in crowded conditions so the difficulties in getting along with brothers and sisters are tremendous. Then we have the problem where there are not enough economic resources in the home, the younger kids get a lot of hand-me-downs which they don't like. They watch T.V. and see what other children do have. They are resentful of the older ones. Many of the parents rely on the older child in the house who may not be more than 8 or 9 to take care of the little ones who are often even babies. That can cause a lot of problems because the frustration level of the child in charge is not what we would expect of an adult. They really do not have the skill to raise the younger ones. You can see how it could lead to even physical abuse between the siblings.

D.- Trouble making and/or keeping friends is one of the reasons teachers often refer children for counseling. Would you see that as a stress factor?

O.- I see that as stress because the child is not able to develop a positive self-image. They eventually think, "What is wrong with me?" The first topic we talked about, frequent moves, is one of the reasons why the children have trouble keeping friends. Our children often lack interpersonal skills. They do not know how to get along with each other. They do not know how to reach out to people. Even more basic than that, they do not know how to communicate. Their relationships are very basic. As the children get older, they need more than that to know that they are worthwhile human beings.

D.- I see many children who are referred because of the next stress indicator. They are referred also to the office for discipline. The referral is because of anger. Olga, how do you feel about this?

O.- Anger, as we know, is an outcome of frustration. The frustration level leads people to act-out in a lot of different ways. Our children are frustrated in many many ways! They are frustrated academically. Many of them are really behind. They are frustrated in their relationships with their peers like we just talked about. They are frustrated in not having all the things that they think other kids have. They are frustrated trying to learn in school when they have so many problem situations at home. Coupled with all their frustrations, they do not know how to express their anger in positive kinds of ways. Their anger really leads to a lot of acting-out behavior. The acting-out behavior gets them in trouble with the school administration. You know how stressful that can be for any kid to get called into the principal's office!

D.- I find that working with children, they seem to have a lot of concern over family troubles such as divorce, separation, fighting or money problems.

O.- I think that as I mentioned in talking about sibling difficulties, that in many ways these kids are expected to grow-up real fast. Where in some families the house is bigger, the Mother and Father can go into another room, close the door and talk about problems. A lot of our kids have only a one room place to live so the problems that the parents have, the kids have. They know what it is to go out and work in the fields. They know what it is not to have a job. Families are very unstable so these children are not protected from adult concerns. They live with the stress of dealing with things beyond their years.

D.- One of the things which seems to concern teachers here and is a complaint from them, is that the children have negative attitudes.

O.- I think that many of our kids, because I don't want to say that I have a distorted view for I see the ones for evaluation who are having problems, but many of our kids are referred so lots of our kids do have problems. I think that these kids have a negative attitude because they have made a realistic assessment to life. They are little and do not know how to fight back. Perhaps that's not the right word, but that's how they think- in terms of fighting back. Now we are going to another topic which is a defensive attitude tied to a negative attitude. Children often times see themselves as losers, they cannot function in school, they don't have the intellectual stimulation at home having been exposed to things that we in a middle class environment think are basic like colors and shapes, going to a library, a museum and things like that. They do not feel that they know as much as other kids do. They see themselves as not having the things that other kids do. They know that they have very little opportunity in life for making a difference. They have the negativistic attitude that no matter what they do it's not going to make any difference. Of course, that could be a terrible burden for a child to bear. When they have that attitude, many of them just strike-out. They become defensive- a chip on the shoulder. Anything is going to be bad for them and there's no one to help them.

D.- You're right. The defensive attitude was the next thing I was going to mention for discussion. Sometimes I find this is why children tend to blame others. It's always someone else's fault. They don't take any personal responsibility.

O.-I think that is the keyword- responsibility. Like I was saying, they don't feel they can do anything to change their environment.---Oh, I'm trying to think of the word--Robert White did a study where people feel they can't make a difference

D.- Hoplessness?

O.- Yes, they have learned hopleness. They do have that feeling that they are hopeless. They do not feel responsible for having good things or making good things come about. They cannot also take the responsibility for bad things. They are never to blame. Somebody else is always doing something to them. They are just manipulated all the time.

D.- Another thing that bothers me or worries me about the children here is the peer pressure aspect. I feel that they just don't have enough resources to resist negative or bad peer influence.

O.- Oh, I think you are absolutely right. I see the peer pressure as starting earlier than with other children in the developmental proccess mainly because there is little parental supervision. Very often when both parents are in the home, both have to work very long hours, six or seven days a week. The children are left to their own resources. Without the proper help of adult supervision, they do form groups that are sort of disjointed in nature. They have no goallls but just sort of hang around. The group of kids that hang around at a young age do eventually become gang menbers. We see them toward 5th and 6th grade where there is an intense pressure to join one of the more formal kind of gangs because they must have stature within their community. It may not be positive but it does give them a place where they belong. It gives tham a place where they are respected for kids who have very little self-respect. They have very little other acknowledgement or praise.

D.- I especially see that in the labor camp where there isn't anything to do. There are no resources. The children have no pool; they have no swings. They have nothing but themselves.

O.- That is true and their entertainment is very random. They have no guidance so it very often turns to things that are destructive to the community and even to other people.

D.- I guess that leads us into the last topic I was thinking about and that is the uncooperative attitude. I see this for it is often used as a reason for referring children for counseling. "They have such an uncooperative attitude" would be said of them. Would you comment on the uncooperative attitude as related to stress?

O.- I think I would turn that uncooperative attitude to really a passive aggressive kind of stand. Culturally, even though we have talked about anger, acting-out behaviors and things like that within their own groups, the acting-out toward adults is not encouraged. It is very quickly extinguished by the parents getting physical with their kids. The child learns that they cannot maybe talk back to an adult- they cannot be "disrespectful". They learn that they could just stand there quietly and not do anything and resist whateve demands are placed on them. Of course, this is not a positive kind of stance to take. Teachers don't respond favorably and the child just gets into more trouble. Stress increases because it's a vicious cycle. They do not cooperate with the teacher. The teacher does not understand where the child is coming from and it escalates rapidly. You have to remember that many of these children do not have verbal skills. They do not know how to communicate. Just passively not doing anything is a mode of survival.

D.- Olga, generally speaking, would you say that many elementary school children here show signs of stress in their lives?

O.- I would say absolutely, positively, without any doubt, YES! I have so many stories to tell that I wish I could forget that the kinds of situations and circumstances that these children face- and I am talking about even in kindergarten- really little ones- that it's just pathetic. I think that what we call stress is even a mild word, but it's very say that they have to grow-up without a childhood which is really what happens to many of them.

D.- Olga, thank you very very much for your time and your expertise.

O.- You're welcome. It was my pleasure!

APPENDIX C

ACTIVITY PREVIEW

Educators completing form:
1 Learning Disability Teacher
1 School Psychologist
1 Speech/Language Pathologist
1 Classroom Teacher- Grade 2
2 Educational Consultants

Activities Preview

Position of Person completing this form: total of 6 educators

Number of years experience: 73 years total with a range of 2 to 30 years

1. I have read the activities designed to help children cope with stress.

Yes 6 No ______

2. I feel these activities will interest children

6		
to a great extent	somewhat	not at all

3. I feel these activities deal with the problems I have seen in children.

5	1	
to a great extent	somewhat	not at all

4. I feel these activities are designed to help children cope with stress.

6		
to a great extent	somewhat	not at all

5. I would rate these activities

6		
extremely helpful.	somewhat helpful.	not at all helpful.

Additional comments from educators completing form:
Fantastic ideas! This type of program should be initiated and continued throughout elementary, junior and senior high.
How wonderful it would be if ALL the children could participate in these types of activities!
A great deal of thought and a firm theoretical background are evident.
Would be benificial to a lot of children.
Suggest contacting a publisher- valuable ideas!
It would be wonderful to see these activities done with primary children.
I think the children would benefit from these activities.

APPENDIX D

COMMUNITY LETTER

August 2, 1988

Dear Teachers:

Don't think you are alone with your class this year: This year the Counselor with the support of the Neighborhood Network Program would like to take an active part in helping YOU help your children.

You think this is an unrealistic expectation? Not if you follow these simple suggestions.

1. You may want to have a get-acquainted meeting with all your parents in order to introduce yourself as their child's helper. Great idea! Please invite us for a daytime or evening meeting. We'll be glad to support you with the parents.

2. You may want to have a conference with a parent about a child's behavior. Fine! Invite us too.

3. You may want to contact us when you feel that the child needs some supporting service. Great!

4. You may want to invite the parent to take the opportunity of building needed parent skills. Terrific! That's what our Parent Study Group is all about.

See, the expectation we have of helping you to achieve a good teaching year is realistic!

We really are here to help YOU!!

Sincerely,

APPENDIX E

TEACHER RATING SCALE - PRE/POST

Grade 2
Pre/Post
Grade 2 Teachers

Teacher Rating Scale

Please rate the student named below in each item. You will be asked to do one more rating of this student at the end of the counseling sessions. Thank you for taking time to complete this form.

Student's Name: ______________________________

		Always	Often	Seldom	Never
1.	This student seems unable to concentrate.	1/2	8/5	1/3	
2.	I find this student uncommunicative.		3/0	7/6	0/4
3.	This student seems confused.	1/0	6/2	3/4	0/4
4.	This student has a tendency to fail at tasks.		6/1	4/7	0/2
5.	I feel this child has a positive outlook.		3/7	6/3	1/0
6.	This child seems to be in good health.	0/1	7/9	3/0	
7.	This student seems anxious.	2/0	7/2	1/7	0/1
8.	This child seems to make friends...		7/9	3/1	
9.	This child seems to be easily angered...	0/1	3/0	4/5	3/4
10.	This child [illegible]s defensive..	2/0	5/2	2/4	1/4

Total Points:
1. 20/21
2. 27/34
3. 22/32
4. 24/31
5. 22/27
6. 27/31
7. 19/29
8. 27/29
9. 30/32
10. 22/32

APPENDIX F

TEACHER RATING SCALE - PRE/POST

Grade 4

Pre/Post
Grade 4 Teachers

Teacher Rating Scale

Please rate the student named below in each item. You will be asked to do one more rating of this student at the end of the counseling sessions. Thank you for taking time to complete this form.

Student's Name: ____________________

	Always	Often	Seldom	Never
1. This student seems unable to concentrate.	1/2	3/2	6/6	
2. I find this student uncommunicative.		2/3	6/5	2/2
3. This student seems confused.		3/5	6/5	1/0
4. This student has a tendency to fail at tasks.		4/3	5/7	1/0
5. I feel this child has a positive outlook.	2/3	1/4	7/3	
6. This child seems to be in good health.	5/6	5/4		
7. This student seems anxious.	1/2	6/1	3/7	
8. This child seems to make friends...	2/4	6/4	2/2	
9. This child seems to be easily angered...	2/1	2/3	5/6	1/0
10. This child seems defensive...	2/2	5/1	2/6	1/1

Total Points:
1. 24/24
2. 34/29
3. 24/25
4. 23/27
5. 25/30
6. 35/36
7. 22/25
8. 20/32
9. 25/25
10. 22/26

APPENDIX G

STUDENT QUESTIONNAIRE - PRE/POST

Grade 2

Pre/Post
Grade 2

I AM ME SURVEY

Please listen to each statement as I read it. I would like you to honestly respond to each statement. There is no right or wrong answer.

Please print your name: ______________________________

	Always	Often	Seldom	Never
1. I think the teacher gives directions clearly.	5/7	5/3		
2. The teacher doesn't give me enough time to finish my work.	4/0	3/4	2/2	1/4
3. The other kids seem to blame me when things go wrong.	6/0	3/4	0/2	1/4
4. People make me angry.	2/2	3/4	1/2	4/2
5. The teacher isn't fair to me.	3/1	5/0	0/3	2/6
6. Adults think that I make good decisions	1/5	3/4	2/1	4/0
7. Other kids don't play fair.	4/0	3/4	1/4	2/2
8. I think about my mistakes.	6/3	1/4	3/2	0/1
9. I seem to move....	5/0	0/2	2/3	3/5
10. I don't like to sit still....	6/4	2/2	0/1	2/3

Total Points:

1. 35/30
2. 20/30
3. 16/30
4. 27/24
5. 21/34
6. 21/34
7. 21/28
8. 17/21
9. 27/17
10. 18/23

APPENDIX H

STUDENT QUESTIONNAIRE - PRE/POST

Grade 4

Pre/Post
Grade 4

I AM ME SURVEY

Please listen to each statement as I read it. I would like you to honestly respond to each statement. There is no right or wrong answer.

Please print your name: ______________________________

	Always	Often	Seldom	Never
1. I think the teacher gives directions clearly.	8/2	1/5	0/3	1/0
2. The teacher doesn't give me enough time to finish my work.	3/1	0/4	1/0	6/5
3. The other kids seem to blame me when things go wrong.	4/3	4/2	1/3	1/2
4. People make me angry.	3/2	3/3	3/3	1/2
5. The teacher isn't fair to me.	4/2	0/2	2/1	4/5
6. Adults think that I make good decisions	3/3	1/3	4/4	2/0
7. Other kids don't play fair.	3/1	5/1	0/5	2/3
8. I think about my mistakes.	5/6	0/2	3/2	2/0
9. I seem to move....	1/0	2/1	6/7	1/2
10. I don't like to sit still....	8/2	0/2	0/3	2/3

Total Points:

1.	36/29	6.	25/29
2.	30/29	7.	21/30
3.	19/24	8.	22/16
4.	22/25	9.	23/19
5.	26/29	10.	16/27

APPENDIX I

TEACHER INTERVIEW - GRADE 2

Teacher/Counselor Conference

Teacher #3 - Grade 2

Counselor: Thank you for letting the children come to the stress counseling sessions during the year. I would like to discuss the progress or lack of it for each child. You did have an extremely difficult class this year, didn't you.

Teacher: Yes, I did. I have never had a class like this before. I have had low academic classes, but not with such diverse problems. Every one of these children needed individual attention at all times. If I wasn't dealing with an academic problem, it was an emotional one. It was just that each child needed so much!

Counselor: Yes, each time we met, I wasn't quite sure what to expect. So often one child's hostile mood would effect the entire group. Let's talk about each child individually. Do you feel that Jo... has improved?

Teacher: Jo... has really improved. His ability to concentrate is his big problem, but he shows a lot of leadership now. He makes friends and he is less easily angered.

Counselor: What about J...?

Teacher: Well, his mother still considers him the 'baby' and lets him get away with anything. He is doing a lot of his homework and classwork now.

Counselor: Sh... seems to have made progress. Do you see it in class?

Teacher: Sh...'s explosive outbursts come on occasions. She needs time out periods to cope. She has shown a lot of improvement, however.

Counselor: What about W...?

Teacher: W... needs a lot of help with his academics in all areas. I think that is why he is uncommunicative and appears unable to concentrate. He is a friendly boy who is liked by his classmates.

Counselor: I'm glad the Child Study Team decided to evaluate Do... I found that he had a lot of trouble trying to concentrate on any task. Do you feel this way?

Teacher: Absolutely. I feel very strongly that Do... has something which is blocking his learning. He just isn't able to concentrate and he often fails at tasks. He isn't as defensive as he used to be.

Counselor: Thank you again for your time.

Teacher/Counselor Conference

Teacher #4 - Grade 2

Counselor: I appreciate having the time to work with your children in stress counseling. Your children were so lively, interesting and ready to participate in everything.
Teacher: I really had a wonderful class this year.
Counselor: I'd like to ask you about the progress of each student. I felt that N... developed positively throughout the year. How do you feel?
Teacher: N... was more able to communicate by the end of the year. her concentration improved and she seemed to have more self-confidence.
Counselor: Ni...'s communication increased as did her positive outlook. her work habits and grades also improved.
Counselor: I was very happy to see R... become a lively group member. In group time, I saw a positive growth.
Teacher: R... still has trouble at times with his concentration, but he has improved as a student. He seems less confused in class, less defensive and more confident in his own ability.
Counselor: I hope that J... won't have to move next year. She loved the group and was so creative in her role-playing.
Teacher: Yes, J... has a lot of potential, but so much uncertainty in her own life. At least she was able to talk about her personal problems as the year went on. She isn't as defensive and seems able to think of different solutions to problems.
Counselor: I am glad that the Child Study Team decided to evaluate S.... I could see so much growth in his self-confidence this year.
Teacher: S... has become a tremendous distance in one year. He still has trouble trying to concentrate, but he feels so much better now about his own ability to complete his work. He doesn't appear angry now and is quite willing to join in class discussions.
Counselor: Thank you for an enjoyable year!

APPENDIX J

TEACHER INTERVIEW - GRADE 4

Teacher/Counselor Conference

Teacher #1 - Grade 4

Counselor: Thank you for letting the children be a part of the Stress Counseling sessions. I would like to have your reaction concerning the progress or lack of progress which you feel the children have made. What do you feel about L...?
Teacher: The problem I still see with her is that she is still easily angered. I know that she has a lot of problems at home, but she doesn't seem to control her temper. She has improved a lot. She isn't what I'd call defiant now.
Counselor: Do you see the improvement in Z... which I see? In group sessions, he is a leader and always ready to do any of the activities.
Teacher: Yes, he really has shown improvement. I guess I should have rated him higher in the scale.
Counselor: Do you see improvement in Da...? I wish his mother would take the recommendation of the Child Study Team for family counseling seriously.
Teacher: Well, she won't admit that there really is a problem there. As far as classwork and homework are concerned, however, he has made wonderful progress. He has improved in all his subject areas.
Counselor: How do you feel about M...'s progress? I know last year was very difficult for her due to the death of her grandmother and her grandfather's heart attack.
Teacher: M... is doing much better in this class and according to her Learning Disabilities teacher. She still seems unable to concentrate and confused, but I think that is part of her learning Disability problem. She is well liked by the children.
Counselor: Mi... has certainly had her share of stress in her short life. It's hard to believe that the court system would allow her to go back to her mother after all she has suffered.
Teacher: Yes, I don't know what will happen to Mi... It's hard to believe that she is really looking forward to going back to that situation. The child always seems anxious, defensive and easily angered although she is able to relate to adults much better than she could the first of the year.
Counselor: Thank you for your cooperation.

Teacher/Counselor Conference

Teacher #2 - Grade 4

Counselor: I appreciate the time you have given me to work with the children in counseling sessions. I would like to talk to you about how you view each child's progress. What do you feel about A...?

Teacher: I really don't know what to say about A... I have talked to her mother often and the mother always tells me she will cooperate, but she never follows through. A... is like that, too - always promises, but never follows through.

Counselor: I have seen a tremendous amount of progress with Ch.... Have you noticed that in the classroom?

Teacher: yes, I have. Ch... really tries. He is a very likeable boy. I'm sorry to think that he'll be sent back to his father after all the progress he has made.

Counselor: Ma... is another child who makes me proud of his progress. Have you seen improvement in class?

Teacher: Yes, both his Learning Disabilities teacher and I have seen a lot of progress in Ma... this year. I think the confusion he sometimes shows in class is a part of his Learning Disability.

Counselor: I'm sorry that Ca... parents have refused outside counseling help. I feel that the boy could be a better student if his home life was helped through counseling.

Teacher: Yes, I feel that way, too. Ca... is always defensive, easily angered and unable to concentrate. The concentration problem may be part of his Learning Disability problem, but he has a lot of other problems, too.

Counselor: What about E...?

Teacher: E... is frequently in the Learning Disability room. It was hard for me to judge the growth in her.

Counselor: Yes, I can see where it might be. Thank you for your time.

APPENDIX K

CHILDREN'S REACTIONS - GRADE 2

Children's Reactions

Grade 2 Group/ Teacher #3

Counselor: Thank you for the honesty you have shown in working together as a group. I would like to know what you thought of the counseling time. Were there some activities you liked better than others?
J...: I liked the play-acting. I liked being able to play act different people.
Sh..: Yes, I liked the play-acting, too. It made me feel different when I acted like other people.
D...: I liked the drawing and the play-acting.
Counselor: Would anyone else like to say something?
W...: I liked the Silly Willie and the Jenny. They were funny.
Jo...: It was fun to play different people.
Counselor: Thank you very much. I hope you have a wonderful summer vacation.

Children's Reactions

Grade 2 Group/Teacher #4

Counselor: Thank you for the honesty you have shown in working together as a group. I would like to know what you thought of the counseling time. Were there some activities you liked better than others?
N...: I liked everything. I liked to make the charts and I liked to role-play.
Ni...: I liked everything, too. I am going to read over all the activities and whenever I feel as if there is stress, I'll know just what to do.
Jo...: I am going to do the same thing. I am going to make a worry box and I will only worry about those things that I can do something about. Even if I have to move, I'll be able to read and remember what to do about stress.
Counselor: Do you feel as if you will move this summer?
Jo...: Yes, I think I will. My mother might get married again. I will write to all of you.
Counselor: We would be happy to hear from you. I'm glad you are going to take the stress activities with you.
R...: I am going to read the activities again too and remember how much fun we had - especially in the role-playing.
Counselor: S..., would you like to say anything about the group or any of the activities?
S...: I liked coming here. it was fun doing the role-playing.
Counselor: Thank you all very much. I have enjoyed your group. I hope you have a wonderful vacation.

APPENDIX L

CHILDREN'S REACTIONS - GRADE 4

Children's Reactions

Grade 4 Group/ Teacher #1

Counselor: I hope you have had as much fun this year during our group times, as I have. Would you like to say anything about our sessions, about what you liked or didn't like in our activities?
L...: I liked the play-acting. It was fun to do the role-playing.
D...: I liked the drawing.
Mi...: I am going to take all the activities with me when I go back to my mother. Then my mother will know how to cope with stress.
M...: I liked the friendship we had.
Z'...: I liked the role-playing. It was fun being Silly Willie. I really liked everything.
Counselor: Thank you for being so great. I hope you have a nice summer. Mi..., I hope you will write and let us know how you are.
M...: Mi... and I have already exchanged addresses. We are going to write each other.
Counselor: That's great! I'm glad we will be able to stay in touch with one another.

Children's Reactions

Grade 4 Group/Teacher #2

Counselor: I hope you have had as much fun this year during our group time as I have. Would you like to say anything about our sessions, about what you liked or didn't like in our activities?
M....: My mother read all the activities and she loved them. She said she is going to use the ideas to help her with stress in her life.
A...: I liked the play-acting.
E...: I liked the role-playing.
Ch...: I liked being able to think of different ways to solve a problem. The role-playing was a lot of fun.
Counselor: Ca..., would you like to say anything?
Ca...: Yeah, I liked being here. Can I come back next year?
Counselor: Well, thank you, Ca.... The groups for next year haven't been decided, but you can all see me when you feel there is a problem.
Ch...: I won't be able to. At the end of the summer, I am going to have to go to Texas to live with my father and his family.
Counselor: How do you feel about that, Ch...?
Ch...: Not too good.
Counselor: Will you be attending summer school?
Ch...: Yes.
Counselor: Well, I'll be working the first half of the summer. Would you like me to call your mother so that we could talk to her together?
Ch...: Yes, I'd like that.
Counselor: Fine, I'll do that. Thank you all again. I hope you have a nice summer.

APPENDIX M

T.V. ANNOUNCEMENTS

Excerpts from Morning T.V. Announcements by Writer

#1. Good morning, boys and girls. I hope it is a good morning for you, but there may be some feelings which keep this from being a truly good morning. Someone may be sick in your family, or moving away, or fighting. These are called stress factors in your life. Be sure you listen each week when I talk about how you can help yourself manage the stress factors in your life. I hope today is a really good one for you!

#2 Boys and girls, what is it at home or at school that makes you very angry? What makes you worry? What makes you afraid? The feelings of anger, worry and fear happen to all of us at times. Think about when you often have these feelings. Is it on the way to school or just as you leave school? The next time you have one of these strong feelings, think a HAPPY thought. Your thoughts are an important part of your feelings.

#3Good morning. One of my friends here at school told me last week that thinking happy thoughts seemed to work. He tried it the day I talked about it and said he had a much better day. - Let's ALL try one happy thought today. O.K.- close your eyes. Picture yourself doing something nice for someone at school today. Great! Open your eyes. Now don't forget to try doing something nice for someone at school today!

#4 Good morning. Did you notice how GOOD you feel when you do something for someone else? That GOOD feeling is easy to get. First: decide you want to feel that way. Then: do something special for someone. The result will be the good feeling you will get. Isn't that easy?

#5 Good morning. I have noticed a lot more people wearing large smiles around the school lately. Are you responsible for that? Are some smiles because you did something nice for someone? Smiles and good feelings help in times of stress! Feeling good inside makes the whole day easier.

#6 Good morning. I would like to tell you about another way to feel good during your school day. Is it difficult for you to get to school on time? Are you having trouble getting out of bed? Your body may be sending you an important message. That message may be that you aren't getting enough sleep at night. Try going to bed at least a 1/2 hour earlier than you did last night. See if you feel better tomorrow morning.

#7 Good morning. Remember, how we were thinking about getting more sleep at night. Well, a good friend of mine who is a student here said to me the other day, "Mrs. J. , I did all my work in school today! I went to bed earlier last night and I wasn't tired today!" I was proud of my friend for thinking things through so well. Why don't you try going to bed early tonight and see how much better you feel tomorrow!

#8 Good morning. Welcome back to school and the beginning of a New Year! It may be hard at times to remember to write '1989'! Did you make any promises to yourself, like New Year Resolutions about what YOU will do during the New Year? I hope those promises included ways to help yourself with stress. We were going to start each day with a Happy Thought! We were also going to get plenty of sleep each night!

#9 Good morning. Were you able to think of what you could do to help your mind and your body besides getting enough sleep?- Oh, you knew the answer! Yes, it is to be sure that you eat three balanced meals a day. If you eat in the cafeteria at noon, that's one meal, but you also need to add a balanced breakfast and a balanced supper. The right food will help your body and your mind to do what is best for you. Notice what foods you eat and check the balanced meal plan to be sure that you don't fill your body with "junk food". Remember that you have only one body; be kind to it!

#10 Good morning. Are you being kind to your body now by supplying it with HELPFUL food? If so, you must be drinking lots of milk and eating green and yellow vegetables. When you come home from school hungry, I hope you eat fresh fruit like apples and oranges. That not only will help your hunger discomfort but will help your body with needed vitamins. You know that a car won't run well without gasoline. Your body won't run it's best without balanced meals. Please treat yourself well!!

#11 Good morning. I wonder just how many ways you can remember to help yourself in times of stress. We talked about THINKING happy thoughts. Thinking happy thoughts can begin to make you feel better. We also talked about choosing to do something nice for someone. By doing that you will increase smiles and good feelings. That will really help when we feel under stress. Can you remember the other ways to help yourself in times of stress?

*12 Good morning. Have you thought of other ways to help yourself when you feel stress? We said that getting enough sleep was very important for our bodies to be at their very best. We also said that our bodies need helpful food not junk food in order to work well for us. Friends, of course, are wonderful to have when we feel under stress. One of the best ways of keeping friends is to really Listen to them. Are you working to improve YOUR listening skills?

*13 Good morning. Perhaps you haven't been awake very long, but I still want to ask you to please close your eyes for a few minutes. Don't peak now! I want you to THINK of a happy smile being on your face. Can you feel the smile? O.K., open your eyes and look around. You and your classmates should all be smiling. If you feel sad today, think back to your happy smile! Have a good day!!

*14 Good morning. Were you able to imagine the happy smile last week? If not, perhaps you weren't sitting correctly. Put your feet flat on the floor and sit up as straight as you can. Fold your hands on your desk. Good. Now let's try to picture the smile. Close your eyes and let the smile spread all over your face. Don't let the "giggles" out. Is your smile making you feel warm and happy? Fine. Now open your eyes. Remember that nice smile is all yours! Use it often during the day!!

APPENDIX N

PARENT CHIT-CHAT EXCERPTS

Excerpts from Parent Chit-Chat

From Issue #1
Dear Parents:
Hopefully this little bit of news about C-- Elementary will mean much more to you than Chit-Chat. I will try both to keep you informed about some of the activities at C-- and entertained. That is a fairly large goal, and I hope I can accomplish my objective. Relax, sit back and read the first issue!

I know that parenting is NOT fun at times. It is often difficult and sometimes confusing. I do have a way, however, that you can receive some help and new ideas. In fact, you may enjoy the ideas so much that you might replace the "yelling" with some of the ideas you receive. Who are the "experts" who know so much? The "experts" are parents just like you. These parents come together with me on a weekly basis to talk about ways to raise children. We enjoy our time together and learn from one another each week. There are two groups which meet each Wednesday. The day group meets from 10:30 to 11:30 A.M. and the evening group meets from 6:30-7:30. Grandparents and all adults who deal with children are welcome. December meetings are on the 7th and 14th. Please, consider this an invitation to join one of our two groups this month. The December 7th meeting will deal with "How to Talk with Children and Other People". The December 14th meeting will deal with "Alternatives to Punishment".

From Issue #2
Dear Parents:
I enjoyed hearing from some of you after the first printing of our news, Parent Chit-Chat. Those of you who spoke to or wrote to me seemed to really enjoy learning more about C-- Elementary. Isn't it wonderful that no matter how long you live, you still learn new and exciting things when you keep an open mind. Let your children know that you are still learning and enjoying it! If you would like to let me know which feature you enjoy reading, I would appreciate that. Do you enjoy learning about those who work at C--? This issue will feature those who work in the kindergarten area and our custodial staff. Perhaps that will make it a little easier, but do try to work out the answers with the help of your child.
I hope to hear from you.

Sincerely,

From Issue #3

Dear Parents:

Please take a minute from your busy day to think about the things you really like about your child. Are you proud of the fact that your child thinks about the feelings of others? What other things make you proud of your child? Great! Have you shared your positive feelings with your child lately? Why don't you take a few minutes now to share those ideas with your child! Don't keep all those nice ideas to yourself!!!!

Sincerely,

How does your child spend his/her spare time? As a busy parent, have you thought about how your child uses his/her leisure time? Each child is an individual and has an individual style of self-entertainment; however, all children have important needs. ALL children NEED to eat balanced meals, get the proper amount of sleep and spend time daily in physical exercise. Notice how your child uses his/her time. Is your child spending most of the time in from of the T.V. set? Find out from your child what activity he/she likes best: running, riding bikes, jump rope, baseball etc. Please encourage your child to spend time daily in activities such as these.

If you have any questions about the necessity of the above information concerning your child, please make an appointment to talk to me. I'd like to hear from you.

From Issue #4

Dear Parents:

Thank you for all the positive comments concerning our Parent Chit-Chat. In the last issue, I asked you to think about the many good things about your child. I hope you have shared those feelings with your child.

Today I would like to let you know that I enjoy working with you, the parents, of our C-- children. Please remember that we are always delighted to see you at school. We know how important you are to your child's total education. We also know that your child benefits when his/her home and his/her school work together.

Sincerely,

Wonderful February!!

What makes February a wonderful month? Perhaps it is the "feeling" which surrounds the month. The first thing that most people think of is Valentine's Day and, of course, this gives thoughts of love, of caring and of remembering.

February is also Brotherhood Month and Black History Month. Two of our greatest Presidents were also born in the month of February. George Washington showed his love for his fellow Americans by his faith in their ability to develop this country. Abraham Lincoln believed in every man's right to freedom. The lives of Washington and Lincoln were filled with love for others. Are you helping your child to live up to this proud hertiage of loving their fellow beings?

From Issue #5

Dear Parents:

I would like to thank you for the positive comments concerning Parent Chit-Chat. Please remember that this news communication is for YOU. I hope that by reading the entire issue and working with your child/children to figure out the C-- workers that you become better acquainted with our school. Of course, the BEST way to become truly acquainted is to make an appointment to talk to your child's teacher and me. We are all working for your child's best interest. Please let us meet one of the most important influences on your child's life- you, the parent.

Sincerely,

Parent Study Group

Have you ever thought about the importance of helping your child to achieve a good self-concept? The Parent Study Group members have explored that situation in discussion and have decided that it is extremely important.

How Can I Help My Child Learn?

Have you ever asked yourself how you, as a parent, could help your child learn? One of the most important things you can do for your child is to read to him/her. Find a book both you and your child would like, a time when you can relax together and then have fun reading. Not only will you teach your child to listen, but you will instill in your child the desire to learn. Not only that, you will all get to look forward to those wonderful times of relaxation and closeness.

Why don't you try that idea!

From Issue #6

Dear Parents:

You are probably thinking that it has been a long time since the last issue of Parent Chit-Chat. Yes, it really has been! The reasons for this delay are many- our Spring vacation and the school wide testing are two reasons which pop into my mind. I do miss the opportunity to communicate with you through these issues and I do appreciate the personal parent contact many of you have given to me.

With this issue, you should find the rest of the C-- workers identified. Please do come to our school to meet some of these people.

This will be the last issue for this year. The end of the school year becomes VERY busy and much must be done at every grade level to assure a smooth transition for each child.

Sincerely,

P.T.A.

The first initial in P.T.A. stands for PARENT. YOU the parents can make an impact in your child's education by taking an effective interest in what happens at your child's school. Please plan to attend the P.T.A. meeting on May 23rd. The meeting will be held in the cafeteria of C--. It will begin at 7:30 P.M. Please plan to attend!

Parent Study Group

Many of us have had a rewarding time this year being members of the Parent Study Group. The end of the school year also means the end of our group times.

Morning meetings will be held on May 9th and 16th from 10:30-11:30 A.M. The last meeting will be a combination meeting for day and evening members. This meeting will be held on Tuesday night, May 23rd, so that we can then attend the P.T.A. meeting together. Both groups will meet from 6:15 to 7:15 P.M.

APPENDIX O

UNIT 1 ACTIVITIES - GRADE 2

INTRODUCTION

We will be together as a group during this complete school year. We will be talking about a lot of things which often cause stress in some people. We will be learning about ourselves and others all the time so it is important to be at our group sessions each day we meet.

You do not have to bring paper or pencils with you because on days when we will use paper and pencils I will have them for you. There will always be an activity planned for you which probably take our complete group time so it will be important for you to arrive on time. Sometimes we will talk about things, sometimes we will make charts and sometimes we will role-play or play act. There will be no grades given in this group. There will be no "right" or "wrong" answer. Each answer or thought given by each of us is important and should be listened to by everyone.

When you enter this room, I will shake your hand. You may sit in any seat around the table. When we are all seated, we will close our eyes and think of the most beautiful place we can imagine. Then we will open our eyes and begin the day's activity. You will keep a folder here which will contain the activity we'll do that day. I will provide the folders. At the end of the year, you may take the folders home so that you can have fun reading and sharing our activity fun with your parents.

It is important that you:

Come to school so that we can meet.
Be on time to group.
Listen when others speak.
Share your ideas.
Close your eyes when we are seated and think of a beautiful place.
Try to learn as much about yourself and others each time we meet.

It is important for me:

To let you know over the morning announcements if our group can't meet.
To be here to welcome you.
To listen to each of you carefully.
To try to have an interesting learning activity for you each time we meet.

Note: Activity #27 - Discuss the content area with the classroom teacher before the activity is presented. Ask the teacher to observe the children. If any child seems distressed, please refer child for counseling.

Unit I

Activity #1 - Grade 2

What is Change?

What do you think the word "change" means?

Tell me how you think "change" could be "bad".

Could "change" ever be "good"?

We are going to role-play some "change" situations.

1. Each of us will "change" our name. We will tell each other our "new name" and will use that name for this period.

2. Now we will pretend that we are a different age. Whatever age we choose, we will have to act that age for this class period. I will remind you if you forget to act that age.

3. We will take this blank paper and write our "new name" and "new age". If you write with your right hand, you must "change" and use your left hand.

4. Everyone will put their right shoe on their left foot and their left shoe on their right foot. We'll walk one person at a time from the table where we are sitting to the door and back.

Discussion:

1. Tell how you felt when you were asked to choose a new name.
2. How did you feel when others called you by your new name?
3. Was it difficult to remember the new name for each group member?
4. How did you feel when you were asked to pick a new age?
5. Was it hard to act your new age?
6. How did you feel when you had to write something using a different hand?
7. Is it easy to change?
8. What makes change difficult?
9. Is change ever "scary"? Why?
10. Do you think there is anything you can do to make change easier?

Activity #2- Grade 2
Environmental Change

Last time we talked about how hard it is to change sometimes. Remember how we had to think about a new name and a new age? We also had to write with a different hand and walk with our shoes on a different foot.
Would anyone like to say anything about that experience?
Today we are going to role-play a few more "change" things.
1. Close your eyes now and think about what you would do if you came home from school today and your parents told you that you would be moving next week. You are going to a place you had never been. Now open your eyes. Who would like to role-play that?
2. Close your eyes again. This time you have just moved to this new place. Today is your first day in a bran new school. Most of the other children have been in the same school since they were in kindergarten. Open your eyes. Who would like to play that role? Who would like to be the children already in the school?
3. Close your eyes one more time. Think about someone close to you who may or may not live in your house. Is it a grandparent who lives with you or close to you? Is it an uncle or aunt? You just found out today that they would move out of our state. You know that you may not see them for a long time. Open your eyes. Who would like to tell us what they thought about when they closed their eyes?

Discussion
1. How did you feel when you role-played having to move next week?
2. Would anyone else have done that differently?
3. Is there any "right" way to act to news like that? Explain.
4. How did you feel when you were the new student in school?
5. How did you feel when you were students already in that school and a new student entered?
6. Is it easy to move to a new home or a new school?
7. How did you feel when you closed your eyes and thought about someone you loved moving far away?
8. How many of you have moved? Tell us how you felt.
9. What made you feel better about the move?
10. If you were really told now that you had to move, do you think it would be a little easier? Explain.

Activity #3 - Grade 2
How Do You Feel?

Before we begin today's activity, I would like to ask you to answer a few questions mostly about feelings. There is no "right" or "wrong" way to answer these. There is no grade for this. I would like you to think about each statement as I read it and answer each for YOU. At the end of the year, you will be asked to answer the same things. I appreciate your honesty

Discussion.
Today we are going to talk about illness. Has anyone in the group ever been ill? Would you tell us about it?
How many of you think about yourself or someone you love being sick?
What kind of illnesses do you think about?
Has anyone had someone they know had an illness which led to death?
Please tell us about that.
Did that experience seem to change your life?
How many of you have ever seen a T.V. show or a movie where someone was ill?
What do you remember about the T.V. show or the movie?
How did you feel about the T.V.show or movie?
Did you talk to anyone about these feelings?
How did you feel after talking to someone?
What is the most freightening thought you have ever had concerning being sick? Tell us about those thoughts.
Are thoughts about illness "scary"?
Is there any way to be sure that you'll never have freightening thoughts about illness? Why not?
Can you think of any way to help yourself be less freightened by thoughts of illness?

Activity #4 -Grade 2
The Well Me

In our last group meeting we talked about thoughts of illness both for ourselves and for those we love.

Have you thought about or done any of the things we talked about the last time we met which might help us if we do think scary thoughts about illness? Tell us about your experience. Would anyone like to add anything or ask anything about our last meeting?

What do you like to play that requires a lot of physical activity?

Do you ride a bike, swim, jump rope, run or play ball?

We'll each tell about the "fun things" that we like to do and that also provide exercise. Daily exercise is an important part of being able to stay physically healthy.

Tell why staying healthy is important to you.

Can staying healthy now help you later as an adult? Explain.

Raise you hand if you have "feelings". Yes, everyone has feelings.

Do all people feel the same at the same time? Explain.

Do you think it's a "good thing" to show your feelings? Explain.

Do you have anyone who listens when you talk about your feelings?

Why is it important to talk about your feelings?

Do you think it is important to try to understand your own feelings?

Will being able to understand your feelings now help you when you become an adult? Explain.

Did you ever want to do something badly, but were afraid you wouldn't be able to do it? Did you kind of "talk to yourself"- tell yourself that you could do it too? If you did you were using your thoughts to do something. We can call that mental power when we tell ourselves that we can do something like run the race or do the math problem.

How do you think that mental power can help you to do things?

What are the kinds of things we can tell ourselves to get mental power?

If you use mental power now, do you think it will help you when you get to be an adult?

Let's review what we have learned.

1. Sometimes scary thoughts do occur concerning either illness to ourselves or to those we love.

2. We can do something to help ourselves with these scary thoughts. We can remember the power we have when we strive for physical health, mental health and emotional health.

Activity #5- Grade 2
Not Here

Today we are going to do some more role-playing. Listen to each situation carefully. Think about how you would feel and how you would act. Then we will role-play each situation.

1. The second graders were going to visit the zoo today. The teacher made sure that everyone would have a good time because each child could choose someone they wanted to be with. You were excited because your partner Joan (or John) liked the same things you did. You arrived at school and found that Joan (John) was absent.
2. Your second grade room was tie with another second grade in softball wins. The P.E. coach decided to have a championship game between the two rooms on Friday. Your best friend was a super star in every softball game. On Thursday you were talking to your friend about the big game. You were surprised that he/she might skip school on Friday. You told him/her how important it was to be at school. Play-act the two friends. How did it end?
3. Each second grade room in your school was working for an attendance prize. Every day any room that had 100% in attendance earned a star. At the end of each two weeks the room with the most stars would receive a pizza party. Your room was ahead by one star, but another room had just one less than you. If on Friday (the next day) your room had 100% they would win. If on Friday your room did not have 100% but the other room did, they would win. You knew you had a good chance to get the prize because in yesterday's health lesson, everyone said they felt fine. On Friday Sally (or Sam) was absent. Play-act two students talking about Sally's (Sam's) absence.

Discussion:

1. How did you feel when your partner for the zoo was absent?
2. How do you think the problem of having no partner was solved?
3. How would you feel when your partner came back to school?
4. How did you feel when you play-acted the friend who might skip school?
5. How did you feel when you play-acted the other friend?
6. Did you like the ending of the story? Why?
7. Could anyone play-act another ending? Did you like that better?
8. How did you feel when you class didn't get the attendance prize?
9. Do you think a person who is absent a lot from school is fair to classmates? Why?
10. Do you think it is important to be in school daily? Why?

Activity #6- Grade 2
Absent

The last time we met we play-acted some of the things which could happen when someone is absent. Today we will play-act a few more situations concerning absence.

1. Yesterday the teacher showed the class how to do a new math skill. Some of the children had a hard time trying to understand the skill, so the teacher let the class work together in groups. Then each student had a turn to do math problems at the board. Everyone in class felt good because the teacher praised everyone. She (He) said that they would be able to do math problems on their own tomorrow using the skill. Everyone was looking forward to getting a good grade on the paper. Betty was the only one absent yesterday. Pretend that the teacher has asked the class to do ten problems using the skill they learned yesterday. Role-play how Betty might feel and act.

2. Everyone in class knew that Don (Donna) was a good listener. Many children in the class mentioned that Don (Donna) made them feel good by listening to them. You felt proud when your classmates said that about Don (Donna) because he (she) was your best friend. Usually you each had a lot of "fun things" to share with one another, but you also shared sad things too. You knew that Don (Donna) would never let you down. You ran to school with tears in your eyes to tell your friend that your dog died. He (She) was absent. Role-play how you would feel.

3. Your best friend lives next to you and is in your room in school. You are walking together when your friend suggests that you skip school together today. Role-play the two friends. Show how each friend was feeling. What would each friend say to the other?

Discussion:

1. How did you feel being Betty?
2. How would you feel as a classmate of Betty?
3. How would you feel if you were Betty's teacher?
4. How did you feel when you found that Don (Donna) was absent?
5. How did you feel as the friend who wanted to skip school?
6. How did you feel about being the other friend?
7. How do you think their parents would feel?
8. Would anyone else like to play-act the two friends?

Let's Review What We Have Learned:

1 When you are absent from school it effects many people.

The teacher may not be able to help you with new material when you need the help.

You may disappoint friends who count on you.

You may lose friends by being absent.

You may feel badly because you may be behind the rest of the class.

2. Being absent a lot isn't fair to: your teacher, your friends, your parents or to YOU.

Activity #7- Grade 2
The "Pest"

Did you ever have a fight with a brother or sister? Today we are going to do some role-playing and talking about some things that might happen in many homes.

1. You have one brother who is six years older than you. You like to play with your brother and his friends, but he complains to your Mother that you are nothing but a "pest". Today you want to go to the movies with him. Who would like to play the older brother? Who would like to play the "pest" sister/brother?

2. You have two brothers. One brother is older and one brother is younger than you. Whenever you play a game which has two teams both brothers are on one team and you are always on the other team. When other kids aren't around, your brothers play together and don't want you to play with them. Today there aren't any other children to play with. You want to play a game with your brothers, but again they don't want you. Who would like to play the middle child? Who would like to be the older brother? Who would like to be the younger brother?

3. Your younger sister always seems to get all the attention. When your Mom goes shopping she often buys a toy for your sister, Julie. When you complain, Mom says that it's because Julie is the youngest. Whenever Julie wants anything she climbs upon Dad's lap and smiles. Then she gets whatever she wants. Whenever you want to do something with your friends, you have to take care of "the pest". Today was another day of "pest watching". Julie was climbing around on the couch and knocked over Mom's favorite planter. The planter broke into a million pieces. Julie already said she is going to say that you broke the planter. Who would like to role-play what you would say to your parents when they returned? Who would like to role-play Julie? Who would like to be the parents?

Discussion:

1. How did you feel playing the older brother with a "pest" sister?
2. How did you feel playing the "pest" sister?
3. How did you feel playing the middle brother?
4. How did you feel playing the younger brother?
5. How did you feel playing the older brother?
6. How did you feel playing Julie's brother?
7. How did you feel playing Julie?

8.How did you feel playing Julie's parents?
9.Who did you like best as a character in each play? Why?
10.Is it easy living with brothers and sisters?

Activity #8- Grade 2
Siblings

The last time we met we role-played some situations that sometimes happen to brothers and sisters. You have been so good role-playing that I'm also going to let you write some of the parts we play. You can tell the group about something that really "bugs" you about a brother or a sister.
I will write all the situations on the chart. Then we will role-play as many of these situations as we can.
Role-play original situations.
Discussion
1. Is it always easy to get along with your brothers and sisters?
2. What have you learned about ways to get along better with brothrs and sisters?
3. Is it a good idea to call your brother or sister a name like "pest"? Why?
4. Why is it important to try to think of the feelings you may cause in your brothers or sisters?

Activity #9- Grade 2
The Listening Friend

How many of you have a friend? Good. Close your eyes now and think of your best friend. Now open your eyes and I'll write all the things you tell me you like about your friend.

Let's talk about the list we have made.

Now we are each going to sit next to one person to talk to and listen to only one other person in the group. In 2 minutes one person will tell the other what they like to do best at home, what they like to do best in school, what kind of pet they would like to have if they could pick any animal, and where they would like to live if they could pick any place. If you can't remember the questions, look at the chart I have made. I will tell you when the 2 minutes are up. Then the first person must stop talking and the second person will answer the same questions. When everyone has had a chance to talk and a chance to listen to another we will all sit back at the table. Then each of you will answer the questions as if you were the person you listen to, so listen well to your partner. You decide who speaks first. Begin.

Talking-Listening

Discussion:

1. How did you feel when you answered questions for your partner?
2. Did you feel that your partner really listened to what you said?
3. How did you feel when you talked to your partner?
4. Did you feel as if your partner was interested in what you were saying?
5. Is listening important to friendship? Explain.
6. How did you decide who was to speak first?

Activity #10- Grade 2
The Friendly Me

The last time we met we listed many things on a chart which you said were important to you about a friend. Let's take a look at that chart. Is there anything else you would like to add to the chart?

How can you use the ideas on this chart to help yourself be a friend?

We also did some listening and some talking to a partner. Then we shared information about one another in the group. Is there anything you would like to say about that activity?

On this activity sheet, I would like you to list the things about YOU which make you a friendly person. If you run out of room, you may use the back.

I am friendly because:

__________ __________ __________

__________ __________ __________

__________ __________

____

Let's talk about what you have written.

Discussion:

1. Do good friends ever argue? Explain.
2. Is listening an important part of friendship? Explain.
3. How many of you were surprised to learn that you have many qualities of friendship?
4. What one quality of friendship are you proudest to have?
5. Is making a new friend always easy to do? Explain.
6. How many feel now that you would be better able to be a friend than you would be before we talked about friendship?

APPENDIX P

UNIT II ACTIVITIES - GRADE 4

Unit II

Activity #11 - Grade 4

Why Anger?

Does everyone have feelings? Yes, everyone has feelings of some type although people may not feel the same thing at the same time.

We are going to take turns now. Each of us will try to list a different "feeling". We will each have a turn around the table so if you can't think of something quickly just say "pass". Perhaps you will be able to think of something the next time it becomes your turn.

Name feelings.

We have said "mad" in our list. Is that the same as being angry?

Is it "bad" to be angry?

Sometimes we think or even people tell us that we are "bad" because we are angry. We said that being angry was a feeling and that everyone has feelings.

Are you "bad" because you have feelings? No, and you are not "bad" because you get angry.

Everyone becomes angry at times. We are going to go around in a circle telling each other what really makes them angry. Who would like to be first?

Anger is sometimes a feeling which is often difficult to understand. Sometimes it makes us feel afraid. Sometimes we don't know what to do about it. It's important to understand how we can help ourselves when we are angry.

Let's pretend that I have an empty bottle on this table. The bottle has a cork stopper which fits tightly. There is a small hose which runs through the stopper into the bottle. The other end of the hose is attached to a water faucet. I'm going to turn the water on. Imagine the jar filling with water. It's getting full of water. It's fun, but I didn't turn the water off. What might happen? Yes, the water might overflow from the jar or the pressure might make the jar break.

Anger is just like that. If you keep taking anger in, it could "overflow". That is sometimes why some children wet the bed at night. It could also "explode" which might be the cause of a fight.

Quiet things and physical things can both help us deal with our own anger. Let's list as many ways as we can to deal with anger. I'll write your ideas on this chart.

Let's talk about our lists.
Discussion.

1. What did you learn today about anger?
2. How was what you learned about anger today different from what you thought before about anger?
3. Do you think it is important to learn about anger? Why?
4. Look at the chart we have made which lists ways to help us deal with anger. Would you like to add anything to the chart?
5. What do you plan to do for yourself to help you when you get angry? Can you always do the "same thing"?

Activity #12- Grade 4

Controlling Anger

The last time we met we talked a lot about anger as a feeling. We said that feeling angry isn't "bad" and we thought of some different ways to help ourselves control our anger.

Anger can be helpful or harmful to us. Suppose that someone said something you didn't like and you decided that you wouldn't talk to that person again. Would that anger be helpful or harmful to you? Explain.

Suppose that you got a failing grade on a spelling test. You were very angry, but you made-up your mind that you would study the spelling words each day the next week to improve your grade. Would that anger be helpful or harmful to you? Explain.

Today we are going to do some role-playing. I will give you a situation which could make a person angry. I will ask to have a harmful and a helpful reaction role-played for each situation. Remember now, think of a harmful and a helpful way someone might react in each case.

1. Your team was doing well playing baseball. It was the last inning and the tying run was on third base. You were the next one to bat. If you made a single, the game would be tied and your team would have a good chance to win. You struck out. What is a harmful way to deal with your anger? What is a helpful way to deal with your anger?

2. The kid behind you was trying to talk to you, but you wanted to finish your work.. You turned around to ask him/her to stop talking. Just then the teacher yelled at YOU. What is a harmful way to deal with your anger? What is a helpful way?

3. You and your best friend had a great way to solve "what game to play" problems. One day he/she chose the game and the next day you chose the game. It had always worked well for both of you. Today was to be your day to pick the game and you were excited because you had a new board game to play. A half hour after your friend was to be at your house he/she called to say he/she didn't want to come over today. What is a harmful way to deal with your anger? A helpful way?

Discussion

1. How did you feel when you struck out for your team and lost the game?
2. What did you think the other team members thought of you?
3. Is it possible to be angry with yourself? Explain.
4. Is it harder to think of a helpful way to control anger when you are mad at

yourself? Explain.

5. How did you feel when the teacher yelled at you although another was talking?
6. Does it ever happen that a person is blamed for another person's mistake? Why?
7. Is it possible for things to go wrong even when you have a good plan in mind?
8. Do you think blaming someone or something is a good way to control anger? Why or why not?
9. Why is it important to know helpful ways to deal with anger?
10. Do your feelings about yourself change when you handle anger in a harmful or in a helpful way?

Activity #13- Grade 4

Accidents?

How many of you have ever been in a hospital? Please tell us about it.
How many of you have ever had a painful accident even though you didn't have to go to the hospital? Please explain.
Being in a hospital or having an accident are often times in our lives that we don't like. Often when we have a time we don't like in life we spend a lot of time worrying about our troubles.
Let's close our eyes and think of the things related to physical harm which worry us.
We'll make a chart together listing all those worries.
Let's talk about the list we have made.
Now I'm going to read everything on the chart slowly. If you think that what I read could VERY LIKELY happen to you, STAND UP. If you think that what I read, PROBABLY would NOT happen to you. PUT YOUR HAND OVER YOUR EYES.
(Read list- do not comment on actions)
Now let's talk about why you either stood up or put your hands over your eyes.
(Read list- comment individually)
Discussion.
1. Is it "wrong" to worry about things that might happen?
2. Why do you think you might worry about accidents or physical harm?
3. Do you think scary thoughts about physical harm might make it harder for us to sleep?
4. Do you think that scary movies or T.V. shows might make us worry more?
5. Do you think that we should worry about ALL problems?
6. Do you think there is a difference in the problems we stood up for and those where we put our hands over our eyes?
7. Let's read each problem again from the chart. This time, let's decide whether it is a problem we can do something about or not.
8. Do you think there is any relationship between the problems we can do something about and the ones we stood up for? Explain.

Activity #14- Grade 4
Physical Harm

The last time we met we said that accidents and having to go to the hospital do happen sometimes. When this happens we don't like it and often spend a lot of time thinking about it. Sometimes this gives us scary thoughts. We also said that often T.V. and/or movies are responsible for some of those scary thoughts we have. We said that there are some things we can do something about and some things we can not.

Today I'm going to read some situations. If you think you could do something about what happened, STAND UP. If you think you could NOT do something about what happened, place your HAND OVER YOUR EYES.

1. Flash! Today there was a terrible earthquake in California. In L.A., the earth opened and men, women and children were killed. You THINK to yourself, California is a warm state and a coastal state just like Florida. I'll bet we'll have an earthquake soon. STAND UP or PUT YOUR HANDS OVER YOU EYES.

2. You just got a math paper back with a bad grade. Gosh, you THINK to yourself, I'll NEVER be able to understand math. I'm going to fail this year! STAND UP or PUT YOUR HANDS OVER YOUR EYES.

3. Your parents had warned you about lighting matches. You just got a new candle shaped like an animal and wanted to see it lighted. You told yourself that you were ALWAYS careful. STAND UP or PUT YOUR HANDS OVER YOUR EYES.

4. You saw a murder mystery on T.V.. It was very scary. A monster entered the room by the window to harm the child. You TOLD yourself that your window was just like that window and your were apt to be harmed too. STAND UP or PLACE YOUR HANDS OVER YOUR EYES.

5. You saw a boy or girl your age in a wheelchair. You knew that you didn't do what your Mother asked you to do. You FELT that you would soon be in a wheelchair. If you feel that is probably TRUE, PLACE YOUR HANDS OVER YOUR EYES. If you feel that is probably NOT TRUE, STAND UP.

Discussion:

1. Why do you think that a disaster like an earthquake worries us even if it is not in our state?

2. Why did you either stand up or put your hands over your eyes when I asked about failing the math paper?

3. Why did you choose your actions during lighting the candle scene?

4 Do you think T.V. and movies sometimes influence our thinking?

5 Why did you choose your actions when we thought of the child in the wheelchair?

6 Do you think our thoughts influence what we do? Explain

7 You noticed in each of our little play-acting that there was some "self-talk". How would you explain "self-talk"?

8 How could "self-talk" help us to control some fears?

Activity #15- Grade 4
Family Trouble Chart

We have talked a lot about "worry", about some of the things that increase worry and about some of the ways we might be able to help ourselves when we worry.

Is it possible to eliminate ALL worry from your life so you'll NEVER have to worry?

Do you worry about family troubles? Yes, all families have troubles at one time or another. You are part of your family and you do worry at times.

Let's make a list of some of the troubles which families might face. The troubles which you list do not necessarily have to be things which YOUR family must face, but they might be troubles for some families.

(Have list include: illness, death, divorce, money, loss of job, fighting, Mother working)

Do your parents ever tell you that you have to wash the dishes, clean your room or do other jobs? Well, they are assigning you a job to do.

Today we are going to assign members of our family a worry to do! We are going to call the paper My Family Worry Chart. Across the top of the paper, you can write the name of each person who lives in your house. If you don't want to write their name, you may draw their picture.

We are going to look at the family worry list we have made together and pretend that each of the worries is a problem for your family. I'll read each worry and we'll decide whose job the worry should be. Then we will write the worry under the correct name or picture. Could more than one person in a family have the "worry job"?

Group discussion as each is read.

Discussion:

1. Did you like this activity?
2. What did you like least about it?
3. What did you like most about it?
4. Will it be helpful for you to remember that all family members have "jobs" and that some family members are more responsible than others when the family is in trouble?
5. What did you learn from this activity?

Activity #16 - Grade 4

Family Strength

How many of you consider yourself pretty strong? What is something you have done which takes a lot of strength? Tell us about it.

Each of you has a strength which you might not even know about.

Are you a member of a family? Do families laugh together and cry together?

Today we are going to see how we can be a strength in our family– especially when our family has troubles.

Do you think your teacher would be very helpful to you if she/he didn't have a plan for teaching?

Do you think a professional football team would win many games if they didn't have a plan for working together?

Today we are going to make a Family Trouble Plan.

Let's look at the chart which we made together and the Family Worry Chart which each of you made.

I will list things on our big chart as you give me ideas.

We will look at the first worry on the big chart and then at the person or persons assigned the responsibility of the worry.

Suppose the main person to worry about a problem was to be Mom or Dad. Does that necessarily mean that you could do nothing to help? As we make our plan for each of these, we will think of helpful ways that you can strengthen your family.

(Include: listening, taking care of a younger child, helping prepare a meal, being friendly, helping people to laugh)

When people make a plan for troubles, they are better able to handle the bad times. We have fire drills at school so that if we ever had a real fire we would know what to do quickly. Fire drills are a plan to help in real troubles.

Discussion

1. How do you think the plans we have made for possible troubles might help YOU?
2. Having a plan and knowing what you can do to help in a family makes you STRONG. Other people will see your strength and will be happy that you are a family member.
3. Would anyone like to share anything about this activity?

APPENDIX Q

UNIT III ACTIVITIES - GRADE 2

Unit III

Activity #17-Grade 2
Loss

Have you ever met Harmony? He is a puppet, but he looks just like a real puppy. His fur is like a real puppy and his eyes look like a real puppy. We'll pat him later. Harmony is rather an unusual name for a puppy, isn't it. How do you suppose he got that name?---

Yes, just like harmony in music where everything seems to "fit", Harmony very much feels as if he "fits". He feels good to be himself. He found out that he was important.

Now pretend that Harmony was your dog. What would you do for him? How would you treat him?

What do you think would be the most fun for you and Harmony to do together?

Would Harmony depend on you? Would you depend upon Harmony?

Pretend that you came home from school one day and Harmony was gone! You called his name over and over again, but he didn't come. No one knew what had happened to him.

What would you do? How would you feel?

It would be a definite loss to you!

Have you ever experienced any other type of loss?

The word "loss" can mean many different things to each of us. One person may experience a loss of a pet or of a person they knew or loved. It may have been through a running away, a moving away, a separation, a divorce or a death.

The loss we talked about is each different from one another, but it is like one another in many ways. I am going to list things on this big chart with your help. I'd like us to think together: 1) how each loss might be like another and 2) how each loss might be different from one another.

(list feelings involved, emotions, time durations etc.)

Discussion

1. What are some of the feelings and/or emotions we may expect to experience when we have a loss?

2. What makes a loss a "hard thing" for us?

3. Is there anything we can do so that we won't ever have to suffer a loss? Why not?

4. Is there anything we can do which might help us with a loss?

5. Why do you think that talking to someone who will listen to you might be a good thing to do when you have suffered a loss?

Activity #18- Grade 2
Personal Loss

The last time we met we talked about a loss as something which is very often hard for us. We said that there are different kinds of loss and that sometimes we hurt a great deal when we experience a loss.

A loss is a crisis in our life. It is, however, a time which will pass. A loss is sometimes easier to overcome if you have made a plan to help yourself. First, we are going to list all the things that we might do to help ourselves in a loss. Then we are going to use some of those ideas when we play-act a situation.

(Have list include: crying, talking, using a punching pillow, writing as in a journal, talking to pets, relaxing and making a plan.)

Now you can look-up at the list we have made to help you role-play each loss.

1. Betty (or Bob) is your very best friend. You have been in the same room together ever since kindergarten. You know each other so well that sometimes you even think alike. Betty (Bob) just told you that she (he) will move away within days. How would you deal with your loss?
2. You have always felt lucky to have such a wonderful dog. Your dog, Spot, waits for you to return from school each day. Spot always listens to you when you talk. Spot runs beside you wherever you go. You've had Spot all your life. Today your Mother told you when you returned from school that Spot was killed by a car. How would you deal with your loss?
3. Your Mom and Dad seemed to have had a few fights lately, but not as many as the parents of most kids you know. Your Dad wasn't home last night. This morning, Mom told you that they were going to separate and possibly divorce. How would you handle your loss?

Discussion

1. How did you feel when Betty (Bob) was going to move away?
2. Would anyone like to play-act that differently?
3. How did you feel when you knew Spot was dead?
4. Would anyone like to play-act that differently?
5. How did you feel when you found that your parents would separate?
6. Would you feel any different if you knew for sure that your parents would divorce?
7. Would anyone like to play-act that differently?
8. Does everyone react to loss in the same way? Is there a "good" or "bad" way to act? Is there only one way to act?

9. Did being able to look at the possible things to do when you have a loss help you to play-act?

10. Do you think that thinking about a plan to help yourself when you have a loss might help you when you do have a loss? Explain.

Activity #19- Grade 2
Silly Willie

Everyone called him Silly Willie because he would do anything his friends told him to do. Silly Willie even called himself Silly Willie because he thought that pleased his friends.

1. One time he jumped from a high place to please his friends. He spent a long time in a leg cast then.

2. One time Silly Willie drew a funny picture on the school building to please his friends. The Principal made him come to school the next Saturday. All that day Silly Willie had to wash the school building.

3. Silly Willie knew that he had to be home at 5:30 P.M. to eat with his family. The other kids didn't go home until after 6:30 P.M. so Willie stayed with them. That evening he went to bed without any dinner.

4. The other kids told Silly Willie that they weren't going to do their homework so Silly Willie didn't do his homework. The teacher called his Mother and Silly Willie had to stay in the house all weekend.

5. Silly Willie went to the shopping mall with his "friends". His "friends" told him that they were hungry and they didn't have any money. They told Silly Willie to walk out of the store with a package of cookies. A big policeman drove Silly Willie to his house and told his Mother what he had done. His Mother was angry. She made Willie work all weekend at home. He had to take the money he earned to the store manager to pay for the cookies he took.

Discussion

1. Do you think anyone is as silly as Silly Willie?
2. Do you think Willie's friends respected him?
3. Do you think Willie liked himself?
4. Why do you think some kids seem to do whatever is suggested in the group?
5. Has anyone ever asked you to do something that you didn't think was "right"? Tell us about it.

Now we are going to play-act the things which Silly Willie faced. We aren't going to be Silly Willie doing this, but Smart Willie. Smart Willie likes to think everything through for himself.

I will read each situation for Silly Willie and you pretend these things were faced by Smart Willie. I'm sure Smart Willie will act differently than Silly Willie.

Read #1- What would Smart Willie say or do when his "friends" want him to jump from a dangerously high place?

Read #2- Would Smart Willie draw the funny picture on the school wall? Explain

Read #3- Would Smart Willie be home to eat with his family at 5:30?

Read #4- Would Smart Willie do his homework?

Read #5- Would Smart Willie steal the cookies?

Activity #20- Grade 2

My Friends and Me

Last time we talked about Silly Willie. Why did we say that Silly Willie did so many things which ended-up getting him into trouble?

Who do you think will have the most real friends, Silly Willie or Smart Willie? Why?

How can you tell when those you are with are real friends?

Would real friends ever tell you something to do which might cause you serious injury?

Should friends be concerned with one another's health?

Let's make a list of all the ways you can show someone that you are a real friend. I'll write your suggestions on this large chart.

(Be sure to include: listening, doing what the other likes to do, understanding the other's feelings)

Discussion

1. Does being a friend to someone mean that you have to do everything the other person wants to do?
2. Will good friends sometimes disagree with one another?
3. Is listening an important part of friendship?
4. Do friends share their feelings with one another?
5. Is it O.K. to tell everyone how your friend feels? Explain.
6. Can friends help one another in times of stress? Explain.

On today's chart we are going to write all the things you can think of that help a person be a friend to others. I will write them on the big chart.

On your chart, write the things that you already do to be a friend to others. Write them under the heading of Friendly Me.

Friendly Me

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Who would like to read their list?

Now on the big chart, I will write all the ways we could improve our friendships. On your chart, you will write the way you intend to think or act to help you become a better friend. Write then under the heading of My Friendship Plan.

My Friendship Plan

Silly Willie let others he thought were his friends tell him what to do and how to act Adults call this kind of acting "Peer Pressure" Smart Willie knew it was important to get along with his friends, but he was too smart to let his friends use "Peer Pressure" to make him do something he knew he shouldn"t

On my chart, I'll write all the things that will help us to avoid Peer Pressure

On your chart, write the things which will help YOU to avoid Peer Pressure Write these under the heading Avoiding a Peer Pressure Trap

Avoiding a Peer Pressure Trap

Let's share the things you have written on your chart under Friendly Me, My Friendship Plan, and Avoiding a Peer Pressure Trap

Activity #21-Grade 2

Sammy No No

Everyone knew just what Sammy would say when they asked him anything-not now, I can't, I won't, I did not. The words he used might be different, but the answer to everything always seemed to be "no". That's how he got his name, Sammy No No.

Today we are going to act like Sammy No No when we do our role-playing.

Let's role-play the following.

1. Sammy's friend just came over to play with him.
2. Sammy's sister wanted to borrow one of Sammy's toys.
3. Sammy was with a group of children. One of his friends enthusiastically suggested they play tag.
4. Sammy's Mother told him to take out the trash.
5. Sammy's teacher assigned a math lesson for homework.
6. Sammy's friend wanted him to go to the movies.
7. Sammy was asked to look after his little sister.
8. Sammy's friend had a new game he wanted to play with Sammy.
9. Sammy was responsible for the art work in a group school project.
10. Sammy was to teach his little brother how to bat a ball.

Discussion

1. How did you feel when Sammy wouldn't come out to play?
2. How did you feel when Sammy wouldn't lend you the toy you wanted?
3. How did you feel when Sammy wouldn't play tag?
4. How did you feel as Sammy's Mother?
5. How did you feel as Sammy's teacher?
6. How did you feel as Sammy's friend?
7. How did you feel as Sammy's little sister?
8. How did you feel as Sammy's other friend?
9. How would you feel if you were in Sammy's group project?
10. How would you feel if you were Sammy's little brother?

When someone is never willing to do something or always seems to have a "no" answer, we say that the person has a negative attitude. No is negative and an attitude is how he feels about things.

We have seem that Sammy No No was not popular with his friends.

Do you think that people who have a negative attitude are fun to be around? Why?

APPENDIX R

UNIT IV ACTIVITIES - GRADE 4

Unit IV

Activity #22- Grade 4

Defense

Today I'll read something that might happen. Then you try to think of as many ways you can act. I'll write these on our big chart and we'll talk about these ways.

1. Your Mother sent you to the store to buy bread and milk. She gave you a $10.00 bill and told you to bring home the change. You lost the bill on the way to the store. What do you do?
2. Your friend wants you to go to the movies. You know there is a horror picture playing. You HATE horror movies because you feel frightened and have nightmares. What do you do?
3. You have to go to school today without having done your homework. The teacher had told the class that it was important and everyone had better do the work. What do you do?
4. Your team was playing a close baseball game. It was your turn at bat and you struck out. How do you act?
5. The eye doctor told you that you had to wear glasses. You will get your glasses tomorrow. Your Mother already told your teacher that you needed to wear them. You feel the kids will make fun of you. How do you act?

The things we have said, the way we have acted may be some of our "defenses".

Let's think of "defense" in a different way.

What does a goalie do in a soccer game? Is his job very important? Why?

Think about a football game. There are some people on the team who play on the offense and some who play on the defense. What is the difference between these players? Why is each side important to the team?

We all have defenses which we use in life to help in time of trouble.

"Defenses" are things we do or say or how we act when things might not be going the way we would like.

Discussion:

1. Do you think everyone has the same kind of "defense"?
2. If you were playing on a team, would it be important to understand the defense action of your team? Why?
3. Would it be important to understand the defense action of the team you were playing against? Why?

4 Is it important to understand your own defense actions? Why?
5 What do you think is the most important thing you learned today?

Activity #23- Grade 4
The Defense

Today we are going to think a little more about a "defensive attitude". Let's look at the chart we made the last time and think of some defensives we use. Can we add any more to the list? Would some defensives be better to use at one time than another?

We said the last time that it was a good idea to have a goalie for defense in soccer and a defensive squad on a football team.

Would it be good to have half of the people on the soccer team as goalies? Why?

Would it be good to have all the members of a football team play defensive? Why?

Suppose you were on a football team and the other team was driving for a touchdown. Your team stopped the drive and it was your ball. Your captain said that the defensive team played so well that he was going to continue to let them play. Would that be a good decision? Why not?

Sometimes people are like that. They may have found that using a defense gives them protection. They might use defense even when they don't have to. You are your own coach in the long run. You will have to decide when to use a defensive action and when it wouldn't be appropriate. Sometimes that will not be an easy decision. Let's think about whether a defensive attitude would be necessary in the following examples:

1. You walked across a plank yesterday that was suspended fairly high off the ground. You felt it buckle. Is defense necessary before walking over the plank. What would you do?

2. You felt the new kid in class wouldn't be friendly to you so you decided that you would ignore him/her. Was that a wise choice?

3. Yesterday you made three mistakes while reading aloud in class. You decided that you just wouldn't follow the material today so the teacher wouldn't call on you. Was that a good choice?

4. You knew your friend was going to start a fight with another classmate on the way home from school. You decided to walk home with a different friend. Was that wise?

5. You were worried that you wouldn't be chosen for the school softball team. You decided not to try out for the team. Was that wise?

We have said many things about the importance of defense. We have said that sometimes we are protected through our defenses. We also said that sometimes we hide behind our defenses. We must try to be wise enough to know when a defensive is needed and when it is not

Let's Review

will a defensive attitude usually help us when

1. We have suffered a loss?
2. We are trying to get out of something?
3. We feel a physical fear?
4. We have made a mistake?
5. We avoid doing things?
6. We want to blame another?

Activity #24- Grade 4

Jenny I

Actually, her name is just Jenny, but everyone who knows her calls her Jenny I. They kind of emphasize the I and smile. I'll tell you some things Jenny I has done lately and you think of why everyone uses I after her name.

1. Last week Jenny's scout troop was planning a big camping trip. Everyone added ideas. There was lots of laughter and cooperation as plans began to develop. Jenny sat there and didn't join any conversation. Just as the planning looked pretty complete, Jenny rose and said, "Well, I think the plans are all dumb. Now I would do it this way!"
2. Yesterday Jenny's softball team played another good team. Jenny's friend, Judy, was a good hitter, but she wasn't able to connect with the ball yesterday. She felt like crying when she struck out. Jenny turned to her and said, "Well if I were up to bat, we would have won!"
3. Jenny was really good in math. Her brother asked her to look at his math homework before he turned it in. Jenny handed the paper back to him with no comment. He asked Jenny why he got a failing grade on the work. Jenny replied, "Well, I knew they were all wrong!"

Discussion:

1. Why do you think everyone called her Jenny I?
2. Do you think Jenny is popular with others? Why or why not?
3. Does Jenny seem to be "uncooperative"? Explain.
4. Do you think that Jenny might feel lonely? Explain.
5. What could you say or what could you do to help Jenny feel part of the group?

Draw a picture of you helping Jenny I.

Let's talk about our pictures.

Activity #25- Grade 4

The Thinking Me

Today we are going to do a little play acting again. This time, I would like you to think about the description I'll read. When you think you can play-act how that person might look, please raise your hand. One person will be chosen to stand in the corner back to us, think again about the description and then turn around when they are ready to play-act the part. O.K.? Let's begin.

1. Joe was excited because he finally got the new bike he wanted. His best friend, Bill, said they would ride together as soon as Joe had his bike. Joe asked Bill to go biking. Bill said "no". Show how Joe might look. Show how Bill might look.
2. Sally picked the game yesterday which she and Sue played. Today Sue was ready with a game to play. Sally wouldn't play the game Sue wanted. Show how Sally might look. Show how Sue might look.
3. Alan and Brian were going to build a go-car together. Brian had built one before for himself. Alan gathered all the materials they needed, but when he asked Brian to help, Brian refused. Show how Alan might look. Show how Brian might look.

Discussion:

1. How did you feel when you played Joe?
2. How did you feel when you played Bill?
3. How did you feel when you played Sally?
4. How did you feel when you played Sue?
5. How did you feel when you played Alan?
6. How did you feel when you played Brian?
7. How could we tell that our "actors" felt a certain way?
8. When you acted one of the parts, what helped you to show us how you felt?
9. The last time we talked about Jenny I. We said that she was UNCOOPERATIVE. Do you think any of the children we play-acted were like Jenny I? Why?
10. Each of you thought about the part before you play-acted the part. Is thinking related to the way we act? Explain.

Activity #26- Grade 4

I'm Worried

How many of you have ever seen a movie, or read a story, or heard something on T.V. about war or killing?
Would anyone like to share what they saw, heard or read?
What kind of thought did you have after seeing or hearing about the frightening aspects of war?
Is war something which really happens in the world?
What is the most destructive or worst kind of war which you have heard about? Have you ever known anyone who was killed in a war?
How many of you have either flown on a plane or know someone who has flown on a plane?
How many of you know someone who was killed while flying in a plane?
Do some planes crash?
How many of you have ever ridden in a car or on a bus?
How many of you know someone who was killed in a car or bus accident?
Do cars crash? Do buses have accidents?
How many of you have ever crossed a street?
Is it possible to be killed while crossing a street?
Well, it seems that we live in a dangerous world. It is possible to be killed in a war. It is possible to be killed by an airplane, a car or a bus. It is even possible to be killed just crossing a street.
Do you think we should just sit home? Why?
How many of you worry about being involved in a war? Can you do anything about that worry?
How many of you worry about what will happen to you if you don't do your homework? Can you do anything about that worry?
Let's make a big invisible box. If we have a worry that we REALLY can't do anything about, we'll put it in the invisible box. Now we can't see the box so we'll forget the worry.
If we have a worry that we can do something about we'll place it on a "TO DO" list. Then we'll do what we can about that worry.
Just to be sure we know where to place these worries, we'll practice. Close your eyes and think of the invisible box for worries we can do nothing about. For worries we can do something about, I'll write out "TO DO" list.
Where will we place each worry?
1. I'm worried because I'm not tall enough.

2 I'm worried because we might have a nuclear holocaust
3 I'm worried because I'm going to have a spelling test
4 I'm worried because I'm going to fly to see my family
5 I'm worried because I have to ride in a car
6 I'm worried because I didn't do my homework
7 I'm worried because kids don't like me
8 I'm worried because I can't run fast enough
9 I'm worried because I can't do my math
10 I'm worried because I don't have anyone to talk to

Do you think that many of our worries really belong in an invisible box?

Let's try to worry only about the things which we can do something about

Activity #27- Grade 4(See Introduction Note)

Bad News

How many of you read the newspaper?
How many of you listen to the news on T V ?
Do you hear your parents or other adults talk about the bad news of our world like murders, beatings, suicide and child abuse?
How do you feel when you hear this kind of bad news?
Let's make a list of the different kind of feelings we get when we hear about these things I'm going to list the different types of bad news on our chart under the headings of Murder, Beatings, Suicide and Child Abuse We'll call our chart "Bad News Feelings" and we'll list all the feelings we seem to have concerning these things ----
Let's talk about our lists
We get feelings from many things Fear, Worry and Stress can be intense feelings Sometimes these intense feelings come from news or from hearing about something terrible which has happened to someone we might know
If we can do or say something to the person who has had a disaster which might help the person, we often feel better
Sometimes we can't say or help that person which makes the stress in us hurt more At times like that we might have to think of helping ourself This may seem very hard to do Even grown-ups have a hard time knowing what to say or do
Let's role-play some of the bad news
1 Your best friend arrives at school with a sad face You notice that he/she used to talk a lot but suddenly seems to say little and smile less Sometimes he/she even snaps at you for no reason What would you do? Let's list the things you would do and the reasons why you think your friend might have changed
2 Your friend is VERY unhappy He/She talks about giving everything he/she owns away He/She says "life is a drag" What might this friend be thinking? What could you do?
3 Let's look at the "Bad News Feeling" Chart Would you like to role-play any other situation?
Let's talk about the chart we have made
Let's talk about the feelings we have had from the role-playing
Let's review what we have learned

1. There is a lot of bad news in the world daily.

2. Sometimes bad news happens to those we know.

3. Sometimes bad news even happens to people who make us angry at times. It may happen to an older Aunt or Grandparent or someone we had a fight with. We may have had bad thoughts before about that person. Then something disastrous happened to them. At times like that we not only feel helpless, but we feel like we CAUSED the terrible thing to happen. We have to remember that it is NOT our fault. Adults have these terrible feelings too.

4. Sometimes we are able to help the person who has had the bad news and sometimes we aren't.

5. Even thinking and talking about bad news is hard for children and adults. As we leave today, we'll look at the picture of the dog which says, "A hug would make my day". Today, I'd feel better if I had that hug so instead of shaking my hand when you leave, I'd like a hug. If you feel like shaking my hand, you may. If you feel like giving a hug, that would be nice.

6. If you have a worry which you'd like to talk to me about alone, I'll arrange a time to see you. If you'd like to talk to me with you parents, I'd be happy to arrange that.

Activity #28- Grade 4

Coping I

All this year we have discussed things which might cause stress in people. We have also seen some ways that we might be able to help ourselves cope with stress. During these last few meetings we'll take a closer look at ways to help ourselves when we are under stress.

If we want to learn to do anything we have to use "tools" to help ourselves.

To learn to walk you needed to use balance, strength and muscle coordination.

To learn to ride a bike you need to use many skills. What are they?

All these can be thought of as "tools" to help ourselves.

What "tools" do you need in order to learn in school?

Two of the most important "tools" we need to cope with stress are proper nutrition and daily exercise.

What do I mean by "proper nutrition"?

Some people list four basic food groups of: milk group; meat group; bread-cereals group and vegetable-fruit group. Other nutritionists recommend one daily serving from each of the Basic Seven groups listed on the big chart:

1. Meat, poultry, fish, eggs and dried beans, nuts and peas.
2. Leafy green and yellow vegetables.
3. Citrus fruits, tomatoes, and salad greens.
4. Potatoes and other negetables and non-citrus fruits.
5. Bread, flour and cereals.
6. Butter and fortified margarine.
7. Milk and milk products.

Think about what you had to eat yesterday. Write down all the foods you ate during the day.

Let's see if the foods you had fit under the basic food groups.

Food is to your body as gasoline is to a car. What does that mean?

Why do you think daily exercise is important?

What exercise do you do each day?

Another way to cope with stress is through talking. We have seen that talking to people often helps us to think things through. Talking to someone who really listens is a good way to cope with stress.

Talking to real animals or stuffed animals is another way to help ourselves with stress I find.

Let's Review what we have learned:

1. We need to understand what "tools" we need in order to cope with stress.
2. Proper nutrition and daily exercise are important "tools" to help us cope with stress.
3. Talking to people who listen is a good way to cope with stress.
4. Sometimes talking to live animals or stuffed animals might help us cope with stress.
5. We can learn to cope with stress.

Activity #29-Grade 4

Coping II

Stress in our lives is not fun, but sometimes we can cope with stress by having fun.

Remember the many times we did role-playing or play-acting?

What did you like best about the play-acting?

Sometimes we had to think about the feelings we had when we did our play-acting.

Sometimes we had to pretend that we were somebody completely different like a grown-up. That is called doing a reverse situation. If you were walking in a straight line and then turned around, you would be going in a reverse direction. Often when we role-play someone else it helps us to understand our OWN thinking.

You can do your own role-playing or play-acting. Try to think of what the other person would say, would do, and would feel. Then you pretend that you are that other person and you have done your own role-playing.

Role-playing or play-acting might be a fun way for you to cope with stress.

Sometimes when we did our activities we made charts. I might write things we thought about on a chart and sometimes you wrote your own thoughts on a chart. Making a chart with your ideas may help you to cope with stress.

Instead of making a chart you might want to write out your ideas in complete sentences. That would be like making a story or keeping a journal. Then you can read over what you have written. It will help you think through what you can do about your problem.

Remember way back in Activity #24 we talked about Jenny I. We decided that really Jenny I may be lonely. You drew a picture showing you helping Jenny I. Drawing pictures may be another way you would like to use to help yourself cope with stress.

Let's Review what we have learned.

1.Stress is never fun, but there may be some fun activities we have learned to help us deal with stress.

2. We may wish to help ourselves deal with stress by doing our own role-playing or play-acting.

3. We may wish to help ourselves deal with stress by making a chart of all the things we CAN do to help ourselves.

4. We may wish to help ourselves deal with stress by writing a story or keeping a journal. When we read over our story or journal we may see more clearly how we can help ourselves.

5.We may wish to help ourselves deal with stress by drawing a picture.

Activity #30- Grade 4

Coping III

How many of you listen to music? What kind of music do you like? What is your favorite song?

Music is one way to help ourselves in times of stress. You decide what type of music you like and where you like to be when you hear music. When we feel we are under stress, we may wish to go to our music listening place and hear our favorite music.

How many of you have a hobby? What is it?

Working on our hobby or something which interests us may be a good way to cope with stress.

Another way to help ourselves deal with stress is to imagine all the things we have done WELL. If you are worried about having to take a math test, think about all the times you have done well in school.

If you are worried about doing well in softball, think about all the times you have done well in something else like riding a bike.

Self-talk is another way to cope with stress. We have used self-talk before in our group time.

What do you think I mean when I say "self-talk"?--Yes, I mean it's the things you say to yourself when you are under stress. Listen to Jane's self-talk and then listen to Jill's self-talk. We'll pretend that each girl is up to bat in softball.

Jane talking to herself: "Oh, oh! I know I'm going to strike out! I couldn't hit the side of a building let alone that ball!"

Jill talking to herself: "I hope I hit this ball! I've done it before and I'll do my best now."

Which girl do you think might have a better chance at hitting the ball, Jane or Jill? Why?

Let's try self-talking one more time. Pretend that Tim and Ted are doing a new math activity in class. The teacher has just introduced the new concept and given work to see that everyone understands the lesson. She/He has made it clear that if anyone has a question on the work, he/she should raise a hand for help.

Tim talking to himself: "That's too hard for me to understand. I'm just not good in math. I know I'm going to get them all wrong, but I'm sure not going to let the other kids know I need help by raising my hand!"

Ted talking to himself: "Boy, that's a lot to understand! I'll take everything one step at a time. I'm glad I can raise my hand for help if I really get stuck!"

Which boy do you think might have a better chance at understanding the new math concept, Tim or Ted? Why?

Let's Review what we have learned.

1. Music may help us cope with stress.
2. Working on a hobby we like or something which interests us is another way to cope with stress.
3. Another way to help us deal with stress is to think of all the things we have done well.
4. Self-talk may be another way we choose to help ourselves cope with stress.
5. Telling ourselves positive things may help us deal with stress.

Activity #31 - Grade 4

Coping IV

Pretend that you were worried because you had to give an oral book report. You had read the book, but you didn't like the idea of standing before your classmates to tell them about the book. Now imagine all the "terrible" things you can think of that could happen. I will write our list on the "Terrible Thing Chart".

Now let's go back to each thing we have listed and beside each "Terrible Thing" we will write the possible result for it. I will list these on our "Possible Result" column.

Let's review our chart looking again at the "Terrible Thing" list and then at the "Possible Result". Let's talk about whether what we have written is very likely to happen.

Let's try this one more time. This time we'll pretend that we have been invited to a friend's party. You will know the host/hostess at the party and a few others. There will be many people you will not know. You are worried that you will do something silly in front of friends and strangers.

Let's list the "Terrible Things" which could happen.

Let's list the "Possible Results".

Let's talk about our chart.

Each time we have come to group meetings, we have closed our eyes and each of us has thought of a beautiful place. Today, I want you to close your eyes and listen to a beautiful place which I'll share with you. Close your eyes. It is summer. The sun is shining beautifully, but the day isn't hot. There are shade trees and a cool breeze. The people you love in your family are around you. Someone is starting a fire to cook food. Some people are reading; others are laughing and talking. You feel good, important and loved. Open your eyes.

Were you able to picture the scene? Did you like being there? Would anyone like to share their experience?

Relaxation is a way to help us cope with stress. One way to relax is to stop, close our eyes and think of a beautiful place.

Fold your fingers into a tight fist. Put your arms down to your side and make tight muscles. Relax your arms, let them dangle, shake them slightly. Your muscles are throughout your body. You can learn to make them tight or tense then you can relax them.

Let's practice by using our feet and legs. Place your feet flat on the floor.

Tighten the muscles in your feet, tighten the muscles in your legs. Relax.

How do you feel when you tighten your muscles?

How do you feel when you loosen your muscles? Why is it important to learn to relax?

Let's Review what we have learned:

1. We may help ourselves deal with stress by listing or thinking of all the "Terrible Things" which could happen to us concerning a worry. Then we can think of all the "Possible Results" of these things.

2. Relaxation may help us deal with stress. We may want to think of a beautiful place or we may want to relax our muscles.

Activity #32- Grade 4

Final Review

Today will be our last group meeting concerning how to deal with stress. As we said before, having to leave or say good-bye may be a cause of stress itself so we may have many mixed feelings today. We will be leaving our group friendship behind, but the friendship we have built over the year will always remain. We have become stronger, better thinkers and more able to deal with our own stress.

Before we review what we have learned, we'll take a few minutes to answer the questions which you first saw in our 3rd group session.

Post-activity

Let's Review what we have learned as we think about our year

1 Stress happens to everyone- children and adults
2 Stress is not fun and is sometimes difficult to handle
3 We are often able to help ourselves handle stress
4 Each of us must decide which way to handle stress is best for us
5 Sometimes one way to handle stress might seem best and sometimes we may want to use another way
6 The more ways we have to handle stress, the better prepared we will feel

We have talked about the following things as being important in handling stress in our lives

1 Proper nutrition is necessary in order to handle stress well
2 Daily exercise should be included in learning to control stress
3 Talking to people who listen helps us to cope with stress
4 Sometimes talking to real animals or stuffed animals might help us to cope with stress
5 Role-playing or play-acting may help us cope with stress
6 Making a chart of all the things we CAN do may help us in stress
7 Writing a story or keeping a journal may help us cope with stress
8 We may want to draw a picture to help us cope with stress
9 Music may help us cope with stress
10 Working with a hobby or something which interests us may help us deal with stress
11 Thinking of the things which we do well may help us deal with stress
12 Self-talk may help us deal with stress
13 Think of "Terrible Things" and "Possible Results" may help us in times of stress

14. Learning to tighten our bodies and then relax them may help when we are under stress.
15. Thinking of beautiful thoughts and beautiful places may relax us when we feel the pressure of stress.
Would anyone like to say something about our group activity time?
Does anyone have anything to say about any of our activities?
Would anyone like to share what they liked best about our year together?
I would like to thank you for your cooperation throughout the school year.

END

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